DOCUMENT RESUME

ED 115 861 CE 005 699

AUTHOR	Weinberger, Elizabeth
TITLE	The Input and Process Batteries for MISOE [Management Information System for Occupational Education] Sample Data Systems.
INSTITUTION	Management and Information System for Occupational Education, Winchester, Mass.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
NOTE	127p.; Table 1 in Appendix 6 deleted because it will not reproduce; Survey of Personal Values deleted because it is copyrighted; The document includes some of the questionnaires referred to in CE 005 698; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Attachment 7 referred to in this document is available as CE 005 700
EDRS PRICE	MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS	*Data Collection; *Data Sheets; Demonstration Projects; Electronic Data Processing; *Management Information Systems; Measurement Techniques; Questionnaires; State Programs; Testing; *Vocational Education
IDENTIFIERS	Management Information System Occupational Educa; MISOE

ABSTRACT

The document contains optical scannable forms for some of the instruments in the Input and Process Batteries, and guidelines for administration of the instruments in the Input Batteries of the Management Information System for Occupational Education (MISOE) Sample Data Systems. Input information describes the characteristics of the students at entry point into the program. Process information describes components of the planned educational process. The forms include: the cover sheet, student master identification form, Planning Activities Sheet (P.A.S.T.A.), Massachusetts Pupil Inventory (M.P.I.), Massachusetts Adult Level Pupil Inventory (M.A.L.P.I.), Program Questionnaire, School Sentiment Index (S.S.I.), Survey of Study Habits and Attitudes, Teacher and Adminstrator Master Identification Form- Survey of Interpersonal Values, Massachusetts Occupational Education Teacher Survey and Image of Vocational Education Survey (M.O.E.T.S.), Attitudes Toward Vocational Education in High School, Teacher Opinionaire, Massachusetts Administrator Inventory, and Student Master Identification form update. Detailed guidelines for the administration of the two Input Batteries describe the type of students each is to be administered to, room requirements, proctors, students, distribution and collection of test materials, necessary supplies, and scheduling. A final section outlines the cost of administering the Input and Process Batteries. (Author/MS)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED115861

THE INPUT AND PROCESS BATTERIES

FOR

MISOE SAMPLE DATA SYSTEMS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Elizabeth Weinberger
Research Associate
Management Information System for Occupational Education

CE005699

Table of Contents

Page

Introduction

Appendix 1 Opscan Forms

Appendix 11 Guidelines for Administration of Input Batteries 1 and 2

Appendix 111 Guidelines for Assemblage of the Input Battery

Appendix 1V Input Battery 1 - Guidelines for Administration

Appendix V Input Battery 11 - Guidelines for Administration

Appendix VI Cost of Administering Batteries

APPENDIX 1

OPSCAN FORMS
FOR
INPUT AND PROCESS BATTERIES

NOTE: Attachment VII describes process for establishing data entry system to format Basic MISOE Data File from these Optical Scannable Forms.

COVER SHEET

Print one single-sided form
with shading as indicated

Press Run=65,000
Color=Scarlet
Corner Cut #3

Dark Mark Coding and Serial Numbering Instructions

There are several different groups of numbering and marking required within the total press run of 65,000; as indicated below:

Group	Total # Sheets	Starting #	Final #
1 *	10,825	00001	10825
2 *	4,175	10826	15000
3	850	20001	20850
4	1,700	20001	21700
5	750	20001	20750
6	100	20751	20850
7	6,540	00001	06450
8	6,540	00001	06540
9	15,000	00001	15000
10 **	15,000	00001	15000
	61,480		

*These groups have to be collated and corner tacked with identically DMC's and serial numbered "STUDENT MASTER IDENIFICATION FORMS".

**Separate this group of cover sheets and hold for collation with form to arrive in second half of order.

COVER SHEET

FIRST NAME	M I	LAST NAME	APT. #	STREET NUMBER & NAME (or Rural Route)	CITY OR TOWN	STATE
A A A A A A A A	A	A A A A A A A A A A A A	A A A A A A	A A A A A A A A A A A A A A A A A A A A	A A A A A A A A A A A A	A A
B B B B B B B B	B	B B B B B B B B B B B B	B B B B B B	B B B B B B B B B B B B B B B B B B B B	B B B B B B B B B B B B	B B
C C C C C C C C	C	C C C C C C C C C C C C	C C C C C C	C C C C C C C C C C C C C C C C C C C C	C C C C C C C C C C C C	C C
D D D D D D D D	D	D D D D D D D D D D D D	D D D D D D	D D D D D D D D D D D D D D D D D D D D	D D D D D D D D D D D D	D D
E E E E E E E E	E	E E E E E E E E E E E E	E E E E E E	E E E E E E E E E E E E E E E E E E E E	E E E E E E E E E E E E	E E
F F F F F F F F	F	F F F F F F F F F F F F	F F F F F F	F F F F F F F F F F F F F F F F F F F F	F F F F F F F F F F F F	F F
G G G G G G G G	G	G G G G G G G G G G G G	G G G G G G	G G G G G G G G G G G G G G G G G G G G	G G G G G G G G G G G G	G G
H H H H H H H H	H	H H H H H H H H H H H H	H H H H H H	H H H H H H H H H H H H H H H H H H H H	H H H H H H H H H H H H	H H
I I I I I I I I	I	I I I I I I I I I I I I	I I I I I I	I I I I I I I I I I I I I I I I I I I I	I I I I I I I I I I I I	I I
J J J J J J J J	J	J J J J J J J J J J J J	J J J J J J	J J J J J J J J J J J J J J J J J J J J	J J J J J J J J J J J J	J J
K K K K K K K K	K	K K K K K K K K K K K K	K K K K K K	K K K K K K K K K K K K K K K K K K K K	K K K K K K K K K K K K	K K
L L L L L L L L	L	L L L L L L L L L L L L	L L L L L L	L L L L L L L L L L L L L L L L L L L L	L L L L L L L L L L L L	L L
M M M M M M M M	M	M M M M M M M M M M M M	M M M M M M	M M M M M M M M M M M M M M M M M M M M	M M M M M M M M M M M M	M M
N N N N N N N N	N	N N N N N N N N N N N N	N N N N N N	N N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N	N N
O O O O O O O O	O	O O O O O O O O O O O O	O O O O O O	O O O O O O O O O O O O O O O O O O O O	O O O O O O O O O O O O	O O
P P P P P P P P	P	P P P P P P P P P P P P	P P P P P P	P P P P P P P P P P P P P P P P P P P P	P P P P P P P P P P P P	P P
Q Q Q Q Q Q Q Q	Q	Q Q Q Q Q Q Q Q Q Q Q Q	Q Q Q Q Q Q	Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q	Q Q Q Q Q Q Q Q Q Q Q Q	Q Q
R R R R R R R R	R	R R R R R R R R R R R R	R R R R R R	R R R R R R R R R R R R R R R R R R R R	R R R R R R R R R R R R	R R
S S S S S S S S	S	S S S S S S S S S S S S	S S S S S S	S S S S S S S S S S S S S S S S S S S S	S S S S S S S S S S S S	S S
T T T T T T T T	T	T T T T T T T T T T T T	T T T T T T	T T T T T T T T T T T T T T T T T T T T	T T T T T T T T T T T T	T T
U U U U U U U U	U	U U U U U U U U U U U U	U U U U U U	U U U U U U U U U U U U U U U U U U U U	U U U U U U U U U U U U	U U
V V V V V V V V	V	V V V V V V V V V V V V	V V V V V V	V V V V V V V V V V V V V V V V V V V V	V V V V V V V V V V V V	V V
W W W W W W W W	W	W W W W W W W W W W W W	W W W W W W	W W W W W W W W W W W W W W W W W W W W	W W W W W W W W W W W W	W W
X X X X X X X X	X	X X X X X X X X X X X X	X X X X X X	X X X X X X X X X X X X X X X X X X X X	X X X X X X X X X X X X	X X
Y Y Y Y Y Y Y Y	Y	Y Y Y Y Y Y Y Y Y Y Y Y	Y Y Y Y Y Y	Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y	Y Y Y Y Y Y Y Y Y Y Y Y	Y Y
Z Z Z Z Z Z Z Z	Z	Z Z Z Z Z Z Z Z Z Z Z Z	Z Z Z Z Z Z	Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z	Z Z Z Z Z Z Z Z Z Z Z Z	Z Z
			0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		
			1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
			2 2 2 2 2 2	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		
			3 3 3 3 3 3	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		
			4 4 4 4 4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		
			5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5		
			6 6 6 6 6 6	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		
			7 7 7 7 7 7	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7		
			8 8 8 8 8 8	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8		
			9 9 9 9 9 9	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9		

Zip Code				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Birth Date					
Mo.		Day		Yr.	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

6

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

①

REMINDER: WHEN TYPING LAYOUT, PLEASE MAKE SURE THE RIBBON IS IN GOOD CONDITION SO THAT YOU WILL [illegible] REPRODUCTION.

Student Master Identification Form

PFID

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

GID

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

OCCUPATIONAL EDUCATION STUDENTS - - DO NOT MARK ABOVE THIS LINE

---

1. What is your sex?

   Male

   Female

2. How old were you on September 1 of this school year?

   14 or younger 15 16 17 18 19 20-25 26-30 31-40

3. What school grade are you in now?

   9 10 11 12 13 14 Adult Education Program

4. Which of the following best describes you?

   White

   Black, Negro, Afro-American

   American Indian

   Oriental

   Other

②

OPTICAL SCANNING CORPORATION

PAGES 5 & 6 OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THE MATERIAL IS COPYRIGHTED.

PLANNING ACTIVITIES SHEET (P.A.S.T.A.)

Fill in the appropriate number of planning hours in the box provided for each category - one number to a column (refer to example given). Then blacken completely the box corresponding to the number just entered in each column. Use a #2 pencil only.

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

To begin:
* ENTER NUMBER OF DAYS ABSENT THIS WEEK 0 1 2 3 4 5
and then rotate this sheet.

1. LESSON PREPARATION

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

2. SKILL DETERMINATION

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

3. EVALUATION

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

4. SEQUENCING OF TASKS

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. BUDGET

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

6. INSTRUCTIONAL MATERIALS

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

7. STUDENT POLICIES

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

8. PERSONNEL POLICIES

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

9. SCHEDULING

Alone		Admin. Init. Meeting		Non-Adm. Init. Meeting	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

PRINTED IN U.S.A. 1200-MATRIX LAYOUT 1440 POSITIONS DS 1112-2

REMINDER: WHEN TYPING [illegible] PLEASE MAKE SURE THE RIBBON IS IN GOOD CONDITION SO THAT

MASSACHUSETTS PUPIL INVENTORY (M.P.I.)-Side 1

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Blacken the box next to the most appropriate answer.

PART A

The following questions involve facts about you and your background.

1. Where did you live for most of the time while you were growing up?

   On a farm.
   In a small town.
   In a medium-sized town or city.
   In a suburb of a large city.
   In a large city.

2. What is your current marital status?

   Single
   Married
   Separated
   Widowed
   Divorced

3. Where were each of your natural parents born? (MARK ONE ANSWER IN EACH COLUMN)

   Father Mother

   In the continental United States of America.
   In a United States territory such as Puerto Rico or the Virgin Islands.
   Outside of the USA or any of its territorial possessions

4. Which statement is most true of you at this time?

   Completely self-supporting
   Somewhat self-supporting
   Contribute very little or nothing to my support

CONTINUE TO NEXT COLUMN

5. How many persons rely on you to provide most of their support? (Do not include yourself.)

   None 1 2
   3-5 6-9 10 or more

6. How often do you speak a language other than English outside of school?

   A lot of the time
   Sometimes
   Hardly ever
   Never

PART B

This group of questions concerns your educational background.

7. Are you currently enrolled in an occupational education program? (That is, a vocational or technical education program.)

   Yes.→(If yes, skip to Question 10)
   No.

8. Are you planning on enrolling in an occupational education program?

   Yes.→(If yes, skip to Question 10.)
   No.

TURN SHEET OVER AND CONTINUE

9. What is the one major reason that you did not or will not enroll in an occupational education program?

My parents advised against it.

My teacher(s)/guidance counselors advised against it.
I didn't think much of the students enrolled in it.
I didn't think much of its educational quality.
Most people don't think much of it.
It doesn't prepare you for college.
It's too specialized.

The program I wanted to enroll in was not offered.
There was not enough room.

Answer Question 10 only if you are now in an occupational education program. Otherwise, skip to Question 11.

---

10. Why did you enter the occupational education program that you are now enrolled in?

My choice.

Assigned to it.

11. In which extracurricular school activities did you participate last year? (Check as many as apply; leave blank if none).

School Athletic Team

Student Government

School Newspaper or Magazine

School Club (such as the Drama Club, Film Club, etc.)
School Orchestra, Band or Chorus

Other

CONTINUE IN NEXT COLUMN

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

12. How many days were you absent from school last year for each of the reasons listed below? (MARK ONE IN EACH ROW.)

	None	1-3	4-14	15 or more
Illness				
Bored with school				
Out-of-School Interests				
Other				

13. Last year, about how many hours a week did you work for pay during the school year? (Do not include chores around your own home.)

None 1-5 6-10 11-15 16-20 21 or more

14. Did you want to talk to a guidance counselor last year?

Yes No

15. About how many times did you actually talk to a guidance counselor last year?

Never Once 2-3 4-5 6 or more

16. How many different schools have you attended since first grade?

Less than 3 3-5 6-7 8 or more

17. How much school or training do you want to have?

Do not want to finish high school.

Finish high school only.

Complete a post-secondary technical, nursing or business program.
Some college training, but less than 4 years.
Graduate from a four year college.

Professional (e.g. medical school) or graduate school after college.

GO ON TO SIDE 3 - QUESTION #18.

11

⑨

18. Which occupation(s) listed below best describe the type of work that you would like to do after you finish your schooling? You may only choose up to 3 types of work. Blacken the # 1 space next to your first choice, the #2 space next to your second choice, if any, and the #3 space next to your third choice, if any. You should not blacken more than three spaces on this page

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

1 2 3 Accountant
1 2 3 Advertising Worker
1 2 3 Agricultural Worker
1 2 3 Airplane Pilot
1 2 3 Airline Stewardess
1 2 3 Architect
1 2 3 Artist
1 2 3 Auto Body Repairman
1 2 3 Automotive Mechanic
1 2 3 Baker
1 2 3 Banker
1 2 3 Bank Teller
1 2 3 Barber/Beautician/Cosmetologist
1 2 3 Bookkeeper
1 2 3 Bricklayer/Mason
1 2 3 Building Contractor
1 2 3 Building Inspector
1 2 3 Building Painter
1 2 3 Butcher
1 2 3 Buyer for Department Store
1 2 3 Carpenter/Woodworker
1 2 3 Cashier
1 2 3 Chauffeur
1 2 3 Child Care Worker
1 2 3 Clothes Designer or Maker
1 2 3 Commercial Artist
1 2 3 Computer Programmer
1 2 3 Construction/Maintenance
1 2 3 Cook/Chef/Caterer
1 2 3 Dentist
1 2 3 Dentist's or Doctor's Assistant
1 2 3 Dental Hygienist/Technician
1 2 3 Dietician
1 2 3 Doctor
1 2 3 Draftsman
1 2 3 Driver of taxis/buses/trucks
1 2 3 Drycleaning Worker
1 2 3 Economist
1 2 3 Electrician
1 2 3 Electronic Technician
1 2 3 Engineer
1 2 3 Factory Worker
1 2 3 Farmer
1 2 3 Firefighter
1 2 3 Florist
1 2 3 Food Services Worker
1 2 3 Game Warden
1 2 3 Gardener
1 2 3 General Office Worker
1 2 3 Guard/Watchman, etc.
1 2 3 Historian
1 2 3 Home Economist
1 2 3 Horticulturist
1 2 3 Hotel Manager or Owner
1 2 3 Housewife

1 2 3 Insurance Agent/Broker
1 2 3 Interior Decorator
1 2 3 Janitor/Custodial Worker
1 2 3 Jeweler
1 2 3 Journalist
1 2 3 Laboratory Assistant/Technician
1 2 3 Lawyer
1 2 3 Librarian
1 2 3 Locksmith
1 2 3 Machinist
1 2 3 Maid
1 2 3 Mailman/Postal Worker
1 2 3 Mathematician
1 2 3 Mechanic
1 2 3 Metal Worker
1 2 3 Metallurgist
1 2 3 Musician
1 2 3 Nurse
1 2 3 Nurse's Assistant
1 2 3 Office Machine Operator
1 2 3 Pharmacist
1 2 3 Plastics Worker
1 2 3 Plumber/Pipefitter
1 2 3 Police Officer
1 2 3 Printer/Typesetter
1 2 3 Professor
1 2 3 Psychologist
1 2 3 Radio/T.V. Repairman
1 2 3 Realtor
1 2 3 Receptionist
1 2 3 Religious Worker
1 2 3 Restaurant Owner/Manager
1 2 3 Retail Store Owner/Manager
1 2 3 Salesman
1 2 3 Scientist
1 2 3 Secretary/Stenographer/Typist
1 2 3 Shoemaker/Leather Worker
1 2 3 Soldier/Sailor, etc.
1 2 3 Surveyor
1 2 3 Taxidermist
1 2 3 Teacher
1 2 3 Telephone Lineman
1 2 3 Telephone Operator
1 2 3 Textile Worker
1 2 3 Therapist
1 2 3 Tool and Die Maker
1 2 3 Undertaker
1 2 3 Upholsterer
1 2 3 Veterinarian
1 2 3 Waiter/Waitress
1 2 3 Watchmaker
1 2 3 Welder
1 2 3 X-ray Technician
1 2 3 Other

12

TURN SHEET OVER AND CONTINUE

10

These questions concern the household in which you live now.

19. Are you currently living in the household of your parents or guardians?

Yes No

20. Including yourself, how many people usually live in the household in which you live now?

1-2 3-4 5-8 9-15 16 or more

21. What is your best estimate of the usual total yearly income of the household in which you live now?

Less than $3,000

$3,000-$4,999

$5,000-$7,999

$8,000-$12,999

$13,000-$19,999

$20,000-$29,999

$30,000-$39,999

$40,000 or more

22. Which of the following best describes the usual money situation in the household in which you live now?

Barely able to make a living

Have the minimum necessities

Comfortable

Wealthy

23. Estimate the number of magazines regularly gotten in the household in which you live now.

None

1 or 2

3 or 4

5 or 6

7 or more

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

24. Estimate the number of books present in the household in which you live.

None or very few (0-9)

A few (10-24)

One bookcase full (25-99)

Two bookcases full (100-249)

Three bookcases full (250-500)

A room full-a library (501 or more)

25. Which of the following best describes the building in which you live now?

A one-family house

A two-family house

A small apartment house (3-4 families)

A large apartment house (5 families or more)

A rooming house, hotel, or trailer

Other

26. Indicate the number of individual rooms (including bedrooms, bathrooms, kitchen, living room, dining room, recreation room, enclosed porch, etc.) in the household in which you live now.

1

2

3

4

5

6

7-15

16-20

21 or more

GO ON TO NEXT PAGE

27. The following list of items are things that might be present in a household. Place a check next to each item present in the household in which you live now. (MARK AS MANY AS APPLY)

Black & white television set

Color television set

Telephone

Record player, HiFi, or Stereo

Dishwasher

Dictionary

Encyclopedia

Vacuum cleaner

Daily newspaper

Automobile

These questions are about the household in which you were raised and the people in that household.

---

28. During most of your school years, with how many persons did you usually share a bedroom at one time?

Number of persons

None 1 2 3 4 or more

29. During most of your school years, how often did you have a room at home where you could read or study quietly?

Always | Almost Always | Some-times | Rarely | Never

30. Did (does) anyone in your home speak a language other than English a lot of the time?

Yes No

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

31. How many brothers and sisters, living now or not, do you have altogether? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

None→Skip to Question 36.
1 2 3 4 5-8 9 or more

32. How many older brothers do you have?

None→Skip to Question 34.
1 2 3 4 or more

33. How many of your older brothers... (MARK ONE IN EACH ROW; LEAVE ROW BLANK IF NONE APPLY).

	1	2	3	4 or more
Left high school before graduating?				
Graduated from high school but didn't go to college?				
Attended college?				

34. How many older sisters do you have?

None→Skip to Question 36.
1 2 3 4 or more

35. How many of your older sisters... (MARK ONE IN EACH ROW; LEAVE ROW BLANK IF NONE APPLY).

	1	2	3	4 or more
Left high school before graduating?				
Graduated from high school but didn't go to college?				
Attended college?				

TURN SHEET OVER AND CONTINUE

PART D

The questions in this section concern your life outside of school.

These questions mostly concern your good friends both in and out of school. (That is, friends you are very close to or spend a lot of time with.)

36. About how many good friends do you have?

None→Skip to Question 38

1-2

3-5

6 or more

37. On the whole are most of your friends...

More than one year younger than you?

Your age?

More than one year older than you?

38. Compared to families of most other students in your high school, how wealthy...

	Less Than Most	The Same as Most	More Than Most
Is your family?			
Are your friends' (if any) families?			

39. How important is getting good grades to you and most of your friends (if any)? (MARK ONLY ONE IN EACH COLUMN THAT APPLIES)

	You	Your Friends (if any)
Very		
Somewhat		
Not at all		

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

40. How smart are you in comparison with other students in your grade?

Among the smartest

Above average

Average

Below average

Among the least smart

41. How far in school do most of your good friends want to go? (Or, if they are out of school, how far have they gone?)

Do not want to finish high school.

Graduate from high school only.

Complete a post-secondary technical nursing or business program.

Some college training but less than 4 years.

Graduate from a 4-yr. college

Go to professional (e.g., medical school) or graduate school after college.

My good friends all differ so in how far they want to go in school that I cannot answer this question.

The next group of questions concern your social life and out-of-school activities.

42. How old were you when you first went out on a date?

I have never had a date.

12 or younger	13	14	15	16	17 or older

GO ON TO NEXT PAGE

43. On the average how often do you go out on dates?

Never
Once a month or less.
Two or three times a month.
Once a week.
Two or three times a week.
More than three times a week.

44. On the average how many evenings a week during the school year do you usually go out for fun and recreation.

Less than one
One
Two
Three
Four or five
Six or seven

The next group of questions concerns your relationships with members of your family while you were growing up.

45. On the whole, how much did you have to say about family decisions that involved you?

A great deal

Somewhat

Little or none

46. Most of the time while you were growing up, who acted as your father?

My real father, who is living at home
My real father, who is not living at home
My adoptive father

My foster father

My stepfather

My grandfather

Another relative (uncle, etc.)

Another adult

No one

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

47. Most of the time while you were growing up, who acted as your mother?

My real mother, who is living at home
My real mother, who is not living at home
My adoptive mother

My foster mother

My stepmother

My grandmother

Another relative (aunt, etc.)

Another adult

No one

In your answers to the following questions about your parents, refer to the persons who acted as your father and mother most of the time while you were growing up.

48. Which of your parents usually had the final say about things that involved you?--disipline, staying out late, getting special privileges, etc.?

My father only

Mostly my father

My father and mother equally

Mostly my mother

My mother only

49. When you were growing up, did your mother usually have have a job outside your home?

Yes, full time

Yes, part time

No

TURN PAGE OVER AND CONTINUE

50. While you were growing up, what was the main occupation of each your father and mother? You will probably not find the exact job listed, but check the one that comes closest. If either parent was retired or unemployed, mark the one that he or she usually did. Mark only the main job if he or she worked in more than one. (MARK ONE IN EACH COLUMN.)

Father Mother

Skilled worker or foreman-such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in factory or mine, etc...

Technical-such as draftsman, surveyor, medical or dental technician, etc...

Official-such as manufacturer, officer in a large company, banker, government official or inspector, etc...

Manager-such as sales manager, store manager, office manager, factory supervisor, etc...

Proprietor or owner-such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc...

Semiskilled worker-such as factory machine operator, bus or cab driver, meat cutter, etc...

Clerical Worker-such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc...

Service worker-such as barber, waiter, waitress, etc...

Protective worker-such as policeman, detective, sheriff, fireman, etc...

Salesman-such as real estate or insurance salesman, factory representative, etc...

Farm or ranch manager or owner.

Farm worker

THIS QUESTION CONTINUES AT TOP OF NEXT COLUMN

50. (continued)

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Father Mother

Workman or laborer-such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc...

Professional-such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, teacher, college professor, social worker, etc...

Housewife

Don't know.

51. How far in school did each of your parents go? (MARK ONE IN EACH COLUMN)

Father Mother

None, or some grade school

Completed grade school

Some high school, but didn't graduate

Graduated from high school

Technical or business school after high school

Some college, but less than 4 years and not a junior college graduate

Graduated from a junior (2 yr.) college

Graduated from a 4 yr. college

Attended graduate or professional school

52. What is your parents' marital status?

Married and living together

Married and not living together

Divorced

Does not apply

53. While you were growing up, where did most of the money come from that paid for your food, house, clothing?

My father's work mainly

My mother's work mainly

My father and mother's work about equally

A social agency (e.g. welfare)

Some other source

54. While you were growing up, who would you say was in charge of money matters in your family?

Mostly my father

Mostly my mother

My mother and father equally

The following questions concern your relationship with each of your parents while you were growing up. (MARK ONE IN EACH COLUMN FOR FATHER AND MOTHER).

55. How often did you and either your father or mother do things together that you both enjoyed-like going to sporting events, working on things together, going to movies?

Father Mother

Several times a week

About once a week

Once or twice a month

Less than once a month

56. Which statement best describes how you felt about how close you were to each of your parents while you were growing up?

Father Mother

I would have liked to have been closer.

I was as close to this parent as I wanted to be.

I was too close to this parent.

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

57. How close did you feel to each of your parents while growing up?

Father Mother

Extremely close

Quite close

Fairly close

Not at all close

58. How much do you want to be like the kind of person each of your parents is (or was)?

Father Mother

Very much like this parent.

Somewhat like this parent.

A little like this parent.

Not very much like this parent.

Not at all like this parent.

59. All in all, how strict were each of your parents with you while you were growing up?

Father Mother

Extremely strict.

Very strict.

Moderately strict.

Not very strict.

Not strict at all.

TURN THIS PAGE OVER AND CONTINUE

60. On the whole while you were growing up, how often did you feel free to disagree with each of your parents?

Father	Mother	
		Always
		Often
		Sometimes
		Seldom
		Never

61. In general, how much of the time while you were growing up did you obey each of your parents?

Father	Mother	
		Almost always
		Often
		Sometimes
		Rarely
		Never

These questions concern your parents' interest in your school work.

62. How good a student do you and each of your parents want you to be in school? (MARK ONE IN EACH COLUMN).

Father ↓	Mother ↓	Yourself ↓	
			One of the best students in my class
			Above the middle of the class
			In the middle of the class
			Just good enough to get by
			I don't know because he or she never talks about this

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

63. How much education does each of your parents want you to have?

Father	Mother	
		Does not care if I finish high school or not
		Wants me to finish high school only
		Wants me to go to technical, nursing or business school after high school
		Wants me to go to some college but less than 4 years
		Wants me to graduate from a 4 year college
		Wants me to go to professional or graduate school after college
		Don't know because he or she never discussed it
		He or she said it's up to me.

64. While you were growing up, how often did you and your parent(s) talk about your school work?

Just about every day

Once or twice a week

Once or twice a month

Hardly ever

Never

65. Did anyone at home read to you when you were small, before you started to go to school?

No

Once in a while

Many times but not regularly

Many times and regularly

I don't remember

19

⑰

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

These questions involve some of your opinions at the current time.

66. People who accept their condition in life are happier than those who try to change things.

Agree

Not sure

Disagree

67. Good luck is more important than hard work for success.

Agree

Not sure

Disagree

68. Every time I try to get ahead something or somebody stops me.

Agree

Not sure

Disagree

69. If a person is not successful in life, it is his own fault.

Agree

Not sure

Disagree

70. Even with a good education, I will have a hard time getting the right kind of work.

Agree

Not sure

Disagree

71. I would make any sacrifice to get ahead in the world.

Agree

Not sure

Disagree

72. If I could change, I would be someone different from myself.

Agree

Not sure

Disagree

73. I sometimes feel that I just can't learn.

Agree

Not sure

Disagree

74. I would do better in school work if teachers didn't go so fast.

Agree

Not sure

Disagree

75. People like me don't have much of a chance to be successful in life.

Agree

Not sure

Disagree

76. The tougher the job, the harder the work.

Agree

Not sure

Disagree

77. I am able to do many things well.

Agree

Not sure

Disagree

Massachusetts Adult Level Pupil Inventory (M.A.L.P.I.)-Side 1

The following questions involve facts about you and your background.

1. How many grades of formal schooling have you successfully completed at the current time?

8 or less
9
10
11
12 (High School Graduate)
13
14
15
16
more than 16

2. Where did you live for most of the time while you were growing up?

On a farm
In a small town
In a medium-sized town or city
In a suburb of a large city
In a large city

3. What is your current marital status?

Single
Married for the first time
Remarried
Separated
Widowed
Divorced

4. Where were each of your natural parents born? (MARK ONE ANSWER IN EACH COLUMN.)

Father Mother

In the continental United States of America
In a United States territory such as Puerto Rico or the Virgin Islands
Outside of the USA or any of its territorial possessions

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

5. Which statement is most true of you at this time?

Completely self supporting.
Somewhat self supporting.
Contribute very little or nothing to my support.

6. How many persons rely on you to provide most of their support? (Do not include yourself).

None 1 2 3-5 6-9 10 or more

7. How often do you speak a language other than English?

A lot of the time
Sometimes
Hardly ever
Never

PART B

This group of questions concern your educational background.

8. Which of the following best describes the program that you were enrolled in while in high school?

Vocational Education ⟶ (Skip to Question 10)
College Preparatory (Academic)
Non-College Preparatory (General)
Other

TURN THIS SHEET OVER AND CONTINUE

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

9. What was the one major reason that you did not take the vocational education curriculum in high school?

My parents advised against it.

My teacher(s)/ guidance counselors advised against it.
I didn't think much of the students enrolled in it.
I didn't think much of its educational quality.
Most people don't think much of it.

It doesn't prepare you for college.

It's too specialized.

The program I wanted to enroll in was not offered.
There was not enough room for me.

10. In which extracurricular activities did you participate while in high school? (Check as many as apply; leave blank if none apply.)

School Athletic Team

Student Government

School Newspaper or Magazine

School Club (such as the Drama Club, Film Club, etc.)
School orchestra, band or chorus

Other

11. Which statement best describes what you were doing most of last year?
Full-time student.

Employed on a job directly related to my current educational training.

Employed on a job not directly related to my current educational training.

Unemployed.

In the armed forces

Other

GO ON TO NEXT PAGE

23

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

12. Which occupation(s) listed below best describes the type of work that you would like to be doing three years from now? You may only choose up to 3 types of work. Blacken the #1 space next to your first choice, the #2 space next to your second choice, if any, and the #3 space next to your third choice, if any. You should not blacken more than three spaces on this page.

1 2 3 Accountant
1 2 3 Advertising Worker
1 2 3 Agricultural Worker
1 2 3 Airplane Pilot
1 2 3 Airline Stewardess
1 2 3 Architect
1 2 3 Artist
1 2 3 Auto Body Repairman
1 2 3 Automotive Mechanic
1 2 3 Baker
1 2 3 Banker
1 2 3 Bank Teller
1 2 3 Barber/Beautician/Cosmetologist
1 2 3 Bookkeeper
1 2 3 Bricklayer/Mason
1 2 3 Building Constructor
1 2 3 Building Inspector
1 2 3 Building Painter
1 2 3 Butcher
1 2 3 Buyer for Department Store
1 2 3 Carpenter/Woodworker
1 2 3 Cashier
1 2 3 Chauffeur
1 2 3 Child Care Worker
1 2 3 Clothes Designer or Maker
1 2 3 Commercial Artist
1 2 3 Computer Programmer
1 2 3 Construction/Maintenance Worker
1 2 3 Cook/Chef/Caterer
1 2 3 Dentist
1 2 3 Dentist's or Doctor's Assistant
1 2 3 Dental Hygienist/Technician
1 2 3 Dietician
1 2 3 Doctor
1 2 3 Draftsman
1 2 3 Driver of taxis/buses/trucks
1 2 3 Drycleaning Worker
1 2 3 Economist
1 2 3 Electrician
1 2 3 Electronic Technician
1 2 3 Engineer
1 2 3 Factory Worker
1 2 3 Farmer
1 2 3 Firefighter
1 2 3 Florist
1 2 3 Food Services Worker
1 2 3 Game Warden
1 2 3 Gardener
1 2 3 General Office Worker
1 2 3 Guard, Watchman, etc.
1 2 3 Historian
1 2 3 Home Economist
1 2 3 Horticulturist
1 2 3 Hotel Manager or Owner
1 2 3 Housewife

24

1 2 3 Insurance Agent/Broker
1 2 3 Interior Decorator
1 2 3 Janitor/Custodial Worker
1 2 3 Jeweler
1 2 3 Journalist
1 2 3 Laboratory Assistant/Technician
1 2 3 Lawyer
1 2 3 Librarian
1 2 3 Locksmith
1 2 3 Machinist
1 2 3 Maid
1 2 3 Mailman/Postal Worker
1 2 3 Mathematician
1 2 3 Mechanic
1 2 3 Metal Worker
1 2 3 Metallurgist
1 2 3 Musician
1 2 3 Nurse
1 2 3 Nurse's Assistant
1 2 3 Office Machine Operator
1 2 3 Pharmacist
1 2 3 Plastics Worker
1 2 3 Plumber/Pipefitter
1 2 3 Police Officer
1 2 3 Printer/Typesetter
1 2 3 Professor
1 2 3 Psychologist
1 2 3 Radio/T.V. Repairman
1 2 3 Realtor
1 2 3 Receptionist
1 2 3 Religious Worker
1 2 3 Restaurant Owner/Manager
1 2 3 Retail Store Owner/Manager
1 2 3 Salesman
1 2 3 Scientist
1 2 3 Secretary/Stenographer/Typist
1 2 3 Shoemaker/Leather Worker
1 2 3 Soldier/Sailor, etc.
1 2 3 Surveyor
1 2 3 Taxidermist
1 2 3 Teacher
1 2 3 Telephone Lineman
1 2 3 Telephone Operator
1 2 3 Textile Worker
1 2 3 Therapist
1 2 3 Tool and Die Maker
1 2 3 Undertaker
1 2 3 Upholsterer
1 2 3 Veterinarian
1 2 3 Waiter/Waitress
1 2 3 Watchmaker
1 2 3 Welder
1 2 3 X-ray Technician
1 2 3 Other

㉓

TURN THIS SHEET OVER AND CONTINUE

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

PART C

These questions concern the household in which you live now.

13. Do you still live in your parents' or guardians' household? No Yes

14. Including yourself, how many people usually live in the household in which you live now?
1-2 3-4 5-8 9-15 16 or more

15. What is your best estimate of the usual total yearly income of the household in which you live now?
Less than $3,000
$3,000 - $4,999
$5,000 - $7,999
$8,000 - $12,999
$13,000 - $19,999
$20,000 - $29,999
$30,000 - $39,999
$40,000 or more

16. Which of the following best describes the usual money situation in the household in which you now live?
Barely able to make a living
Have the minimum necessities
Comfortable
Wealthy

17. Estimate the number of magazines regulary gotten in the household in which you live now.
None
1 or 2
3 or 4
5 or 6
7 or more

18. Estimate the number of books present in the household in which you live now.
None or very few (0-9)
A few (10-24)
One bookcase full (25-99)
Two bookcases full (100-249)
Three bookcases full (250-500)
A room full-a library (501 or more)

19. Which of the following best describes the building in which you live now?
A one-family house
A two-family house
A small apartment house (3-4 families)
A large apartment house (5 families or more)
A rooming house, hotel or trailer
Other

20. Indicate the number of individual rooms (including bedrooms, bathrooms, kitchen, living room, dining room, recreation room, enclosed porch, etc.) in the household in which you live now.
1
2
3
4
5
6
7-15
16-20
more than 20

GO ON TO NEXT PAGE

REMINDER: WHEN TYPING LAYOUT, PLEASE MAKE SURE THE RIBBON IS IN GOOD CONDITION SO THAT YOU WILL HAVE A SHARP IMAGE FOR REPRODUCTION.

21. The following list of items are things that might be present in a household. Place a check next to each item present in the household in which you live now. (MARK AS MANY AS APPLY)

- Black & white television set
- Color television set
- Telephone
- Record player, HiFi, or stereo
- Dishwasher
- Dictionary
- Encyclopedia
- Vacuum cleaner
- Daily newspaper
- Automobile

These questions are about the household in which you were raised and the people in that household.

22. Which of the following best describes the usual money situation in the household in which you were raised?

- Barely able to make a living
- Had the minimum necessities
- Comfortable
- Wealthy

23. During most of your school years, with how many persons did you usually share a bedroom at one time?

Number of persons

None 1 2 3 4 or more

24. During most of your school years, how often did you have a room at home where you could read or study quietly?

Always Almost Always Some-times Rarely Never

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

25. Did (does) anyone in your home speak a language other than English a lot of the time?

Yes No

26. How many brothers and sisters living now or not, do you have altogether? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

None → Skip to Question 31.
1 2 3 4 5-8 9 or more

27. How many older brothers do you have?

None → Skip to Question 29.

1 2 3 4 or more

28. How many of yur older brothers... (MARK ONE IN EACH ROW; LEAVE ROW BLANK IF NONE APPLY).

	1	2	3	4 or more
Left high school before graduating?				
Graduated from high school but didn't go to college?				
Attended college?				

29. How many older sisters do you have?

None → Skip to Question 31.
1 2 3 4 or more

26

TURN PAGE OVER AND CONTINUE

⑤

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

30. How many of your older sisters...

	1	2	3	4 or more
Left high school before graduating?				
Graduated from high school but didn't go to college?				
Attended college?				

PART D

These questions mostly concern your good friends both in and out of school. (That is friends you were very close to or spend a lot of time with.)

31. About how many good friends did you have while in high school?

None ⟶ Skip to Question 33.

1-2

3-5

6 or more

Don't remember

32. On the whole, were most of your friends...

More than one year younger than you?

Your age?

More than one year older than you?

Don't remember

33. Compared to families of most other students in your high school, how well-to-do was...(MARK ONE IN EACH ROW)

	Less Than Most	The Same as Most	More Than Most
Your family?			
Your friends' (if any) families?			

34. How important was getting good grades to you and most of your friends? (MARK ONE IN EACH COLUMN THAT APPLIES TO YOU.)

	You	Your Friends (if any)
Very		
Somewhat		
Not at all		
Don't remember		

35. How smart were you in comparison with the other students in your high school?

Among the smartest

Above average

Average

Below average

Among the least smart

This next group of questions concerns your relationships with members of your family while growing up.

36. On the whole, how much did you have to say about family decisions that involved you?

A great deal

Somewhat

Little or nothing

Don't remember

27

㉖

GO ON TO NEXT PAGE

37. Most of the time while you were growing up, who acted as your father?

My real father, who was living at home.
My real father, who was not living at home.
My adoptive father.
My foster father.
My stepfather.
My grandfather.
Another relative (uncle, etc.)
Another adult.
No one.

38. Most of the time while you were growing up, who acted as your mother?

My real mother, who was living at home.
My real mother, who was not living at home.
My adoptive mother.
My foster mother.
My stepmother.
My grandmother.
Another relative, (aunt, etc.)
Another adult.
No one.

In your answers to the following questions about your parents, refer to the persons who acted as your father and mother most of the time while you were growing up.

39. Which of your parents usually had the final say about things that involved you? (discipline, staying out late, getting special privileges, etc?)

My father only.
Mostly my father.
My father and mother equally.
Mostly my mother.
My mother only.
Don't remember.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

40. When you were in high school, did your mother usually have a job outside of your home?

Yes, full time.
Yes, part time.
No.
Don't remember.

TURN SHEET OVER AND CONTINUE

PRINTED IN U.S.A. 1200-MATRIX LAYOUT 1440 POSITIONS

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

41. While you were in high school, what was the main occupation of your father and mother? You will probably not find the exact job listed, but check the one that comes closest. If either parent was retired or unemployed, mark the one that he or she usually did. Mark only the main job if he or she worked on more than one. (MARK ONE IN EACH COLUMN)

Father Mother

Skilled worker or foreman-such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.

Technical-such as draftsman, surveyor, medical or dental technician, etc.

Official-such as manufacturer, officer in a large company, banker, government official or inspector, etc.

Manager-such as sales manager, store manager, factory supervisor, etc.

Proprietor or owner-such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.

Semiskilled worker-such as factory machine operator, bus or cab driver, meat cutter, etc.

Clerical worker-such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.

Service worker-such as barber, waiter, waitress, etc.

Protective worker-such as policeman, detective, sheriff, fireman, etc.

Salesman-such as real estate or insurance salesman, factory representative, etc.

Farm or ranch manager or owner

Farm worker

(This question continues at the top of the next column)

Father Mother

Workman or laborer-such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.

Professional-such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.

Housewife

Don't know

42. How far in school did each of your parents go? (MARK ONE IN EACH COLUMN)

Father Mother

None, or some grade school.

Completed grade school.

Some high school but did not graduate.

Graduated from high school.

Technical or business school after high school.

Some college but less than 4 yrs. and not junior college graduate.

Graduated from a 2 yr. college.

Graduated from a 4 yr. college.

Attended graduate or professional school.

Don't know.

GO ON TO NEXT PAGE

43. While you were growing up, where did most of the money come from that paid for your food, house, clothing?

My father's work mainly.

My mother's work mainly.

My father and mother's work about equally.
A social agency (e.g. welfare).

Some other source.

Don't remember.

44. While you were growing up, who would you say was in charge of money matters in your family?

Mostly my father.

Mostly my mother.

My father and mother equally.

Don't remember.

The following questions concern your relationship with each of your parents while you were growing up. (MARK ONE IN EACH COLUMN FOR FATHER AND MOTHER).

45. Which statement best describes how you felt about how close you were to each of your parents while growing up?

Father Mother

I would have liked to have been closer.
I was as close to this parent as I wanted to be.
I was too close to this parent.

46. How close did you feel to each of your parents while growing up?

Father Mother

Extremely close.

Quite close.

Fairly close.

Not at all close.

30

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

47. How much do you want to be like the kind of person each of your parents is (or was)?

Father Mother

Very much like this parent.

Somewhat like this parent.

A little like this parent.

Not very much like this parent.

Not at all like this parent.

48. All in all, how strict were each of your parents with you while you were growing up?

Father Mother

Extremely strict.

Very strict.

Moderately strict.

Not very strict.

Not strict at all.

49. On the whole, while you were growing up, how often did you feel free to disagree with each of your parents when you thought he or she was wrong?

Father Mother

Always.

Often.

Sometimes.

Seldom.

Never.

(29)

TURN THIS SHEET OVER AND CONTINUE

50. In general, how much of the time while you were growing up did you obey each of your parents?

Father Mother

Almost always

Often

Sometimes

Rarely

Never

These questions concern your parents' interest in your school work.

51. How good a student did you and each of your parents want you to be in school? (MARK ONE IN EACH COLUMN)

Father Mother Yourself

One of the best students in my class.

Above the middle of the class.

In the middle of the class.

Just good enough to get by.

Don't know because he or she never talked about this.

Don't remember.

52. How much education did each of your parents want you to have? (MARK ONE IN EACH COLUMN)

Father Mother

Did not care if I finished high school or not.

Wanted me to finish high school only.

Wanted me to go to technical, nursing or business school after high school.

Wanted me to go to some college but less than 4 years.

Wanted me to graduate from a 4 year college.

Wanted me to go to professional or graduate school.

Don't know because he or she never discussed it.

He or she said it's up to me.

Don't remember.

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

53. While you were growing up, how often did you and your parent(s) talk about your school work?

Just about every day.

Once or twice a week.

Once or twice a month.

Hardly ever.

Never.

Don't remember.

54. Did anyone at home read to you when you were small, before you started to go to school?

No.

Once in a while.

Many times but not regularly.

Many times and regularly.

I don't remember.

These questions involve some of your opinions at the current time.

55. People who accept their condition in life are happier than those who try to change things.

Agree.

Not sure.

Disagree.

56. Good luck is more important than hard work for success.

Agree.

Not sure.

Disagree.

GO ON TO NEXT PAGE

REMINDER: WHEN TYPING LAYOUT, PLEASE MAKE SURE THE RIBBON IS IN GOOD CONDITION SO THAT YOU WILL HAVE A SHARP, CLEAR COPY FOR REPRODUCTION.

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

57. Everytime I try to get ahead, something or somebody stops me.

Agree.

Not sure.

Disagree.

58. If a person is not successful in life it is his own fault.

Agree.

Not sure.

Disagree.

59. Even with a good education, I will have a hard time getting the right kind of work.

Agree.

Not sure.

Disagree.

60. I would make any sacrifice to get ahead in the world.

Agree.

Not sure.

Disagree.

61. If I could change, I would be someone different from myself.

Agree.

Not sure.

Disagree.

62. I sometimes feel that I just can't learn.

Agree.

Not sure.

Disagree.

63. I would do better in school work if teachers didn't go so fast.

Agree.

Not sure.

Disagree.

64. People like me don't have a very good chance to be successful in life.

Agree.

Not sure.

Disagree.

65. The tougher the job, the harder I work.

Agree.

Not sure.

Disagree.

66. I am able to do many things well.

Agree.

Not sure.

Disagree.

THE PROGRAM QUESTIONNAIRE

Print one single-sided form

Pres Run=8,000
Color=Green
Corner Cut #3 (std).

Dark Mark Coding Instructions

1) Mark 6,540 sheets with numbers in the following range: 00001 - 06540
2) Mark 750 sheets with numbers in the following range: 20001-20750.
(Leave the remaining 710 sheets unmarked)

Serial Numbering Instructions

Mark each of the dark mark coded forms with the corresponding serial number. (Leave 710 sheets unmarked.)

Shipping Instructions

To be picked up at plant by MISOE.

PROGRAM QUESTIONNAIRE

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Blacken the box under the word that best describes your true feeling for each pair of words.

Answer every item with one response only.

THINK ABOUT YOUR PROGRAM......

	very	quite	some-what	neither or both	some-what	quite	very	
worthy								unworthy
unsuccessful								successful
interesting								boring
satisfactory								unsatisfactory
unrewarding								rewarding
impractical								practical
desirable								undesirable
unessential								essential
effective								ineffective
important								unimportant
harmful								helpful
worthless								valuable
meaningful								meaningless
unrealistic								realistic
definite								indefinite
attractive								unattractive
profitable								unprofitable
aimless								purposeful
insecure(future)								secure (future)
disreputable								respectable

This questionnaire is used through the courtesy of the University of Michigan Cooperative Research Project 1577.

USE #2 PENCIL ONLY - DO NOT USE A PEN.

(55)

PRINTED IN U.S.A. 1200-MATRIX LAYOUT 1440 POSITIONS DS 1112-2 OPTICAL SCANNING CORPORATION

THE SCHOOL SENTIMENT INDEX

Print one double-sided sheet

Press Run=700
Color=Purple
Corner Cut #3 (std.)

Dark Mark Coding Instructions

Mark both sides of the sheet with numbers in the following range: 00001-06540. (Leave the remaining 460 forms unmarked).

Serial Numbering Instructions

Mark side one only with the number corresponding to the dark mark code printed on each page of the completed form. (Do not serial number the 460 completed forms that have not been dark mark coded.)

Collating and Corner Tacking Instructions

Collate the one double-sided and one single-sided sheet with identical dark mark coding in each case. Corner tack these two sheets. Be sure sheets are consecutively ordered by "side" number.

School Sentiment Index (S.S.I.)-Side 1

Directions: For each statement, indicate the extent to which you agree or disagree by blackening in the appropriate box. There are no right or wrong answers, so respond to each item as honestly as you can. Your answers will remain strictly confidential.

36

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

SA-Strongly Agree; A-Agree; D-Disagree; SD-Strongly Disagree

1. My teachers rarely explain to me why I deserve the grades I earn on assignments and tests SA A D SD
2. I do my best in school SA A D SD
3. My teachers are interested in the things I do outside of school SA A D SD
4. Each morning I look forward to coming to school SA A D SD
5. My school has too many rules SA A D SD
6. My teachers allow students some choice in what they study in class SA A D SD
7. I often feel rushed and nervous at school SA A D SD
8. My teachers give assignments that are too difficult SA A D SD
9. Students here aren't very friendly. SA A D SD
10. My teachers try to make their subjects interesting to me SA A D SD
11. I hate having to do homework SA A D SD
12. My teachers are interested in what I have to say SA A D SD
13. When I'm at school, I'm usually unhappy SA A D SD
14. This school is run like a prison SA A D SD
15. In most of my classes, individual students can choose assignments which are interesting to them SA A D SD
16. If I did something wrong at school, I know I would get a second chance SA A D SD
17. My teachers give assignments that are just busy-work SA A D SD
18. I enjoy working on class projects with other students SA A D SD
19. My teachers really like their subjects SA A D SD
20. I would rather learn a new sport than play one I already know SA A D SD
21. My teachers are personally concerned about me SA A D SD
22. School depresses me SA A D SD
23. Whenever I'm called to one of the offices at school, I feel upset SA A D SD
24. I think there is too much pressure in school SA A D SD
25. My teachers give me too much work SA A D SD
26. School is a good place for making friends SA A D SD
27. My teachers are boring SA A D SD
28. I like the challenge of a difficult assignment SA A D SD

㉜

37

TURN THIS PAGE OVER AND CONTINUE

PRINTED IN U.S.A. 1200-MATRIX® LAYOUT 1440 POSITIONS DS 1112-2

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

SA-Strongly Agree; A-Agree; D-Disagree; SD-Strongly Disagree

29. My teachers don't try to understand young people
SA A D SD

30. I stay home from school whenever I can
SA A D SD

31. My classes are too big
SA A D SD

32. I'm very interested in what goes on at school
SA A D SD

33. My teachers explain assignments clearly
SA A D SD

34. In school I have to memorize too many facts
SA A D SD

35. The main reason for going to school is to learn
SA A D SD

36. If I had a serious problem, I don't know one teacher in my school I could go to
SA A D SD

37. Students have enough voice in determining how this school is run
SA A D SD

38. My teachers have encouraged me to think for myself
SA A D SD

39. My teachers have been fair to me
SA A D SD

40. I usually don't get involved in many school activities
SA A D SD

41. My teachers won't give me any idea of what will be on their tests
SA A D SD

42. I really like most of the kids at this school
SA A D SD

43. Teachers recognize my right to a different opinion
SA A D SD

44. I get tired of listening to my teachers talk all the time
SA A D SD

45. I attend many school events
SA A D SD

46. I like to talk to my teachers after class
SA A D SD

47. I think my teachers are too old-fashioned
SA A D SD

48. I really feel I'm part of my school
SA A D SD

49. My teachers frequently show a lack of preparation
SA A D SD

50. It is difficult for a new student to find friends here
SA A D SD

51. I have a good relationship with most of my teachers.
SA A D SD

52. My favorite classes are those in which I learn the most
SA A D SD

53. I would like to go to school all year long
SA A D SD

54. Each September I look forward to the beginning of school
SA A D SD

55. Our school is so large, I often feel lost in the crowd
SA A D SD

56. I usually get the grade I deserve in a class
SA A D SD

57. My teachers are friendly toward the students
SA A D SD

㉝

GO ON TO NEXT PAGE

SA-Strongly Agree; A-Agree; D-Disagree; SD-Strongly Disagree

58. I try to do good work in my class
SA A D SD

59. My teachers still respect me as a person even when I've done poorly on my school work
SA A D SD

60. I like school better than my friends do
SA A D SD

61. There's no privacy at school
SA A D SD

62. My teachers let me know what is expected of me
SA A D SD

63. I enjoy the social life here
SA A D SD

64. My teachers grade me fairly
SA A D SD

65. There are many closed groups of students here
SA A D SD

66. My teachers like working with young people
SA A D SD

67. I often buy books with my own money
SA A D SD

68. My teachers are too concerned with discipline.
SA A D SD

69. I liked school better when I was in elementary school than I do now
SA A D SD

70. At school, other people really care about me
SA A D SD

71. If I thought I could win, I'd like to run for an elected student body office
SA A D SD

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

72. My teacher will discuss grade changes with me
SA A D SD

73. My teachers just don't care about students if they're not going to college
SA A D SD

74. I do more school work than just what is assigned
SA A D SD

75. Teachers at my school cannot control their classes
SA A D SD

76. My teachers give me individual help willingly
SA A D SD

77. Lunch time at school is not fun
SA A D SD

78. My teachers are often impatient
SA A D SD

79. If I had the choice, I wouldn't go to school at all
SA A D SD

80. My teachers have "pets"
SA A D SD

81. My teachers often waste too much time explaining things
SA A D SD

82. I follow the school rules
SA A D SD

83. My teachers don't allow me to be creative.
SA A D SD

PRINTED IN U.S.A. 1200-MATRIX LAYOUT 1440 POSITIONS DS 1112 2 OPTICAL SCANNING CORPORATION

THE SCHOOL SENTIMENT INDEX

Press Run=7000
Color=Purple
Corner Cut #3 (std.)

Print one single-sided sheet

Dark Mark Coding Instructions

Mark the sheets with numbers in the following range: 00001-06540. (Leave the remaining 460 forms unmarked.)

Serial Numbering Instructions

Do not mark a serial number on these sheets

Collating and Corner Tacking Instructions

Collate the one double-sided and one single-sided sheet with identical dark mark coding in each case. Corner tack these two sheets. Be sure sheets are consecutively ordered by "side" number.

SURVEY OF STUDY HABITS AND ATTITUDES

Use #2 pencil only-Do not use a pen.
Blacken the box corresponding to your choice. Be sure to fill the box completely.

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

R-Rarely (0% to 15%)
S-Sometimes (16% to 35%)
F-Frequently (36% to 65%)
G-Generally (66% to 85%)
A-Almost Always (86% to 100%)

1. R S F G A
2. R S F G A
3. R S F G A
4. R S F G A
5. R S F G A
6. R S F G A
7. R S F G A
8. R S F G A
9. R S F G A
10. R S F G A
11. R S F G A
12. R S F G A
13. R S F G A
14. R S F G A
15. R S F G A
16. R S F G A
17. R S F G A
18. R S F G A
19. R S F G A
20. R S F G A
21. R S F G A
22. R S F G A
23. R S F G A
24. R S F G A
25. R S F G A
26. R S F G A
27. R S F G A
28. R S F G A
29. R S F G A
30. R S F G A
31. R S F G A
32. R S F G A
33. R S F G A
34. R S F G A
35. R S F G A
36. R S F G A
37. R S F G A
38. R S F G A
39. R S F G A
40. R S F G A
41. R S F G A
42. R S F G A
43. R S F G A
44. R S F G A
45. R S F G A
46. R S F G A
47. R S F G A
48. R S F G A
49. R S F G A
50. R S F G A
51. R S F G A
52. R S F G A
53. R S F G A
54. R S F G A
55. R S F G A
56. R S F G A
57. R S F G A
58. R S F G A
59. R S F G A
60. R S F G A
61. R S F G A
62. R S F G A
63. R S F G A
64. R S F G A
65. R S F G A
66. R S F G A
67. R S F G A
68. R S F G A
69. R S F G A
70. R S F G A
71. R S F G A
72. R S F G A
73. R S F G A
74. R S F G A
75. R S F G A
76. R S F G A
77. R S F G A
78. R S F G A
79. R S F G A
80. R S F G A
81. R S F G A
82. R S F G A
83. R S F G A
84. R S F G A
85. R S F G A
86. R S F G A
87. R S F G A
88. R S F G A
89. R S F G A
90. R S F G A
91. R S F G A
92. R S F G A
93. R S F G A
94. R S F G A
95. R S F G A
96. R S F G A
97. R S F G A
98. R S F G A
99. R S F G A
100. R S F G A

42

Printed by permission. Copyright 1953, © 1965 by The Psychological Corporation, New York, N.Y. All rights reserved.

⑦

THE TEACHER AND ADMINISTRATOR MASTER IDENTIFICATION FORM

Teacher and Administrator Identifiers

ADMINISTRATORS ABOVE THE DEPARTMENT HEAD LEVEL ONLY

School # (if any)

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

LEA #

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

TEACHERS AND DEPARTMENT HEADS ONLY

PFID #2

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

PFID #1

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

PFID #3

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

SMID

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

TEACHERS--DO NOT WRITE ABOVE THIS LINE

IF YOU HAVE EVER FILLED OUT THIS FORM BEFORE SKIP TO QUESTION 4

1. What is your sex?

Male
Female

2. How old were you on September 1 of this school year?

20 or younger
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61 or older

3. Which of the following best describes you?

White
Black, Negro, Afro-American
American Indian
Oriental
Other

4. What is your current marital status?

Single
Married for the first time
Remarried
Widowed
Divorced
Separated

5. Which of the following best describes your current job title?

Teacher
Department Head
Assistant Administrator at the Principal's Office
Principal
Assistant Administrator at the Central Office
Superintendent

Survey of Interpersonal Values-Side 1

44

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

M L To be free to do as I choose
M L To have others agree with me
M L To make friends with the unfortunate

M L To be in a position of not having to follow orders
M L To follow rules and regulations closely
M L To have people notice what I do

M L To hold an important job or office
M L To treat everyone with extreme kindness
M L To do what is accepted and proper

M L To have people think of me as being important
M L To have complete personal freedom
M L To know that people are on my side

M L To follow social standards of conduct
M L To have people interested in my well being
M L To take the lead in making group decisions

M L To be able to do pretty much as I please
M L To be in charge of some important project
M L To work for the good of other people

M L To associate with people who are well known
M L To attend strictly to the business at hand
M L To have a great deal of influence

M L To be known by name to a great many people
M L To do things for other people
M L To work on my own without direction

M L To follow a strict code of conduct
M L To be in a position of authority
M L To have people around who will encourage me

M L To be friends with the friendless
M L To have people do good turns for me
M L To be known by people who are important

M L To be the one who is in charge
M L To conform strictly to the rules
M L To have others show me that they like me

M L To be able to live my life exactly as I wish
M L To do my duty
M L To have others treat me with understanding

M L To be the leader of the group I'm in
M L To have people admire what I do
M L To be independent in my work

M L To have people act considerately toward me
M L To have other people work under my direction
M L To spend my time doing things for others

M L To be able to lead my own life
M L To contribute a great deal to charity
M L To have people make favorable remarks about me

45 ⑤

TURN PAGE OVER AND CONTINUE

© 1960, Science Research Associates, Inc. Reprinted by permission.

PRINTED IN U.S.A. 1200-MATRIX LAYOUT 1240 POSITIONS DS 1112-2

Survey of Interpersonal Values-Side 2

M L To be a person of influence
M L To be treated with kindness
M L To always maintain the highest moral standards

M L To be praised by other people
M L To be relatively unbound by social conventions
M L To work for the good of society

M L To have the affection of other people
M L To do things in the approved manner
M L To go around doing favors for other people

M L To be allowed to do whatever I want to do
M L To be regarded as the leader
M L To do what is socially correct

M L To have others approve of what I do
M L To make decisions for the group
M L To share my belongings with other people

M L To be free to come and go as I want to
M L To help the poor and needy
M L To show respect to my superiors

M L To be given compliments by other people
M L To be in a very responsible position
M L To do what is considered conventional

M L To be in charge of a group of people
M L To make all of my own decisions
M L To receive encouragement from others

46

0123456789
0123456789
0123456789
0123456789
0123456789

M L To be looked up to by other people
M L To be quick in accepting others as friends
M L To direct others in their work

M L To be generous toward other people
M L To be my own boss
M L To have understanding friends

M L To be selected for a leadership position
M L To be treated as a person of some importance
M L To have things pretty much my own way

M L To have other people interested in me
M L To have proper and correct social manners
M L To be sympathetic with those who are in trouble

M L To be very popular with other people
M L To be free from having to obey rules
M L To be in a position to tell others what to do

M L To always do what is morally right
M L To go out of my way to help others
M L To have people willing to offer me a helping hand

M L To have people admire me
M L To always do the approved thing
M L To be able to leave things lying around if I wish

47

⑥

MASSACHUSETTS OCCUPATIONAL EDUCATION TEACHER SURVEY AND IMAGE OF VOCATIONAL EDUCATION SURVEY

Print one double-sided form

Press Run=1000
Color=Cardinal
Corner Cut #3 (std.)

Dark Mark Coding Instructions

Mark both sides of 850 sheets with numbers in the following range: 20001-20850. (Leave 150 sheets unmarked).

Serial Numbering Instructions

Mark side one of each of the 850 dark marked forms with the corresponding serial number. (Leave 150 sheets unmarked).

Shipping Instructions

To be picked up at plant by MISOE

THE MASSACHUSETTS OCCUPATIONAL EDUCATION TEACHER SURVEY (M.O.E.T.S.)

Use Only #2 Pencil - Do Not Use A Pen.

Side 1

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

1. Dependents
A B C D E F

2. Types and years experience

	1-3	4-9	10-19	20 or more
Military				
Industry				
Professional				
Government				
Other				

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. This School
A B C D E F G H I J K

Other School
A B C D E F G H I J K

8. Courses Taken
A B C D

9. Years occupational experience
A B C D E F G H

10. Last Annual Occupational salary-teaching area
A B C D E F G H I J

11. Position
A B C D E F G

12. Other Places Taught
A B C D

13. Levels Taught
A B C

14. Other areas taught
This school 1 2 3 or more
Other school 1 2 3 or more

15. Income from these sources
Professional teaching salary A B C D E F G H I J K L M
Other than teaching salary A B C D E F G H I J K L M

16. Hours working for other than professional teaching salary

	1-5	6-10	11-25	26-40	more than 40
A. Weekdays during school year					
B. Weekends during school year					
C. Summers					

17. Hours spent on lettered activities

Hours	A	B	C	D	E	F	G1	G2	H	I	J1	J2	J3	J4	J5	K
1-5																
6-10																
11-25																
26-40																
more than 40																

TURN THIS SHEET OVER AND CONTINUE

PRINTED IN U.S.A. 1200-MATRIX® LAYOUT 1440 POSITIONS DS 1112-2 [illegible] OPTICAL SCANNING CORPORATION [illegible]

9

M.O.E.T.S.-Side 2

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

18. Magazines
Subscribe to and read A B C D E F
Read but not subscribe to A B C D E F

19. Articles published
A B C D

20. Visits related to occupational area(s).
Never Daily Weekly Monthly Yearly
A
B
C
D
E
F

21. Conference attendance
A B
C D
E F

22. Consultations
A B
C D
E F

23. A B
Never
1-2
3-4
5 or more

24. Placement
A B
C D

25. Coop. placement
A B
C D

26. Summer job help
A B C

27. O.E. emphasis
A
B

28. Summer work
A B C

29. Associations or clubs
A B C D E

30. Regular part-time work during school
During week A B C D E
Weekends A B C D E

31. Seasonal or irregular job
A B C

36A

32. Current degree status
Last attained A B C D E F G H
Currently Enrolled A B C D E F G H

33 Self classification
A B C

ATTITUDES TOWARD VOCATIONAL EDUCATION IN HIGH SCHOOL

1. SA	A	U	D	SD	11. SA	A	U	D	SD	23 SA	A	U	D	SD
2. SA	A	U	D	SD	12. SA	A	U	D	SD	22 SA	A	U	D	SD
3. SA	A	U	D	SD	13. SA	A	U	D	SD	23 SA	A	U	D	SD
4. SA	A	U	D	SD	14. SA	A	U	D	SD	24 SA	A	U	D	SD
5. SA	A	U	D	SD	15. SA	A	U	D	SD	25 SA	A	U	D	SD
6. SA	A	U	D	SD	16. SA	A	U	D	SD	26 SA	A	U	D	SD
7. SA	A	U	D	SD	17. SA	A	U	D	SD	27 SA	A	U	D	SD
8. SA	A	U	D	SD	18. SA	A	U	D	SD	28 SA	A	U	D	SD
9. SA	A	U	D	SD	19. SA	A	U	D	SD					
10. SA	A	U	D	SD	20. SA	A	U	D	SD					

This questionnaire is used through the courtesy of the University of Michigan Cooperative Research Project 1577.

50

(37)

THE TEACHER OPINIONNAIRE

Print one single-sided form

Press Run=1000
Color=Brown
Corner Cut #3 (std.)

Dark Mark Coding Instructions

Mark 750 sheets with numbers in the following range 20001-20750. (Leave 250 sheets unmarked).

Serial Numbering Instructions

Mark each of the 750 dark mark coded sheets with the corresponding serial number. (Leave 250 sheets unmarked).

Shipping Instructions

To be picked up at plant by MISOE

REMINDER: WHEN TYPING LAYOUT, PLEASE MAKE SURE THE RIBBON IS IN GOOD CONDITION SO THAT YOU WILL HAVE A SHARP REPRODUCTION.

TEACHER OPINIONAIRE

Blacken the appropriate box corresponding to your choice for each question. Blacken the box completely.
Use a #2 pencil only - Do Not Use Pen.

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

1. A PA PD D
2. A PA PD D
3. A PA PD D
4. A PA PD D
5. A PA PD D
6. A PA PD D
7. A PA PD D
8. A PA PD D
9. A PA PD D
10. A PA PD D
11. A PA PD D
12. A PA PD D
13. A PA PD D
14. A PA PD D
15. A PA PD D
16. A PA PD D
17. A PA PD D
18. A PA PD D
19. A PA PD D
20. A PA PD D
21. A PA PD D
22. A PA PD D
23. A PA PD D
24. A PA PD D
25. A PA PD D
26. A PA PD D
27. A PA PD D
28. A PA PD D
29. A PA PD D
30. A PA PD D
31. A PA PD D
32. A PA PD D
33. A PA PD D
34. A PA PD D
35. A PA PD D
36. A PA PD D
37. A PA PD D
38. A PA PD D
39. A PA PD D
40. A PA PD D
41. A PA PD D
42. A PA PD D
43. A PA PD D
44. A PA PD D
45. A PA PD D
46. A PA PD D
47. A PA PD D
48. A PA PD D
49. A PA PD D
50. A PA PD D
51. A PA PD D
52. A PA PD D
53. A PA PD D
54. A PA PD D
55. A PA PD D
56. A PA PD D
57. A PA PD D
58. A PA PD D
59. A PA PD D
60. A PA PD D
61. A PA PD D
62. A PA PD D
63. A PA PD D
64. A PA PD D
65. A PA PD D
66. A PA PD D
67. A PA PD D
68. A PA PD D
69. A PA PD D
70. A PA PD D
71. A PA PD D
72. A PA PD D
73. A PA PD D
74. A PA PD D
75. A PA PD D
76. A PA PD D
77. A PA PD D
78. A PA PD D
79. A PA PD D
80. A PA PD D
81. A PA PD D
82. A PA PD D
83. A PA PD D
84. A PA PD D
85. A PA PD D
86. A PA PD D
87. A PA PD D
88. A PA PD D
89. A PA PD D
90. A PA PD D
91. A PA PD D
92. A PA PD D
93. A PA PD D
94. A PA PD D
95. A PA PD D
96. A PA PD D
97. A PA PD D
98. A PA PD D
99. A PA PD D
100. A PA PD D

PRINTED IN U.S.A. 45 DS 2966 OPTICAL SCANNING CORPORATION

THE MASSACHUSETTS ADMINISTRATOR INVENTORY

Print one single-sided form

Press Run=1000
Color=Scarlet
Corner Cut #3 (std.)

Dark Mark Coding Instructions

Mark 100 sheets with numbers in the following range: 20751-20850. (Leave the remaining 900 sheets unmarked).

Serial Numbering Instructions

Mark the 100 dark mark coded sheets with the corresponding serial number. (Leave the remaining 900 sheets unmarked).

Shipping Instructions

To be picked up at plant by MISOE.

MASSACHUSETTS ADMINISTRATOR INVENTORY

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Referring to the questionnaire, blacken the appropriate box in each of the following questions.

USE #2 PENCIL ONLY - DO NOT USE A PEN.

FORM NO.

1. Dependents: A B C D E F

2. Current educational degree status:

Last attained	A	B	C	D	E	F	G	H
Currently enrolled	A	B	C	D	E	F	G	H

3. Experience in education

	(A) Within current L.E.A.							(B) Outside current L.E.A.						
	none	1-2	3-5	6-10	11-20	21-40	more than 40	none	1-2	3-5	6-10	11-20	21-40	more than 40
Teacher														
Guidance Coun.														
Asst. Principal														
Principal														
Asst. Superntdt.														
Superintendent														
Other														

4. Years in present position A B C D E F G

5. Years experience in other areas

	1-3	4-9	10-16	20 or more
Military				
Industry				
Professional				
Government				
Other				

6. Position prior to the field of education

A B C D E F G

7. Born............ A B C D

8. Raised.......... A B C D

9. Most of life.... A B C D

10. Location of..... A B C D
highest
educational
institution

CONTROL FORM FOR

TYPE

DATE

11. What is your current yearly salary for:

Administration	Teaching	
		None
		Less than $3,000
		$3000 - $5999
		$6000 - $7999
		$8000 - $11999
		$12000 - $14999
		$15000 - $19999
		$20000 - $29999
		$30000 - $39999
		More than $40,000

12. What is the approximate percentage of time that you have spent this year:

	0-10	11-25	26-50	51-75	76-100
Teaching?					
Administering OE programs?					
Administering NOE programs?					

PRINTED IN U.S.A.

THE STUDENT MASTER IDENTIFICATION FORM-UPDATE

Print one single-sided form

Press Run=16000
Color=Cardinal
Corner Cut #3 (std.)

Dark Mark Coding Instructions

Mark 15,000 sheets with numbers in the following range: 00001-15000. (Leave the remaining 1000 sheets unmarked).

Serial Numbering Instructions

Mark each of the 15,000 dark mark coded sheets with the corresponding serial number.

Collating Instructions

Each of the numbered sheets is to be corner tacked to a Cover Sheet marked with the identical dark mark code and serial number. The Cover Sheet is to be the top page in each case.

Shipping Instructions

To be picked up at plant by MISOE

STUDENT MASTER IDENTIFICATION FORM-UPDATE

PFID #

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

GID #

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

A. Attendance data

Rotate this sheet to the right to enter and grid in the numbers indicating:

Days absent

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

1. How many days was this student absent from school last year?

Days Tardy

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

2. How many times was this student tardy last year?

Days suspnd.

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

3. How many days was this student suspended from school last year?

FORM NO.

B. Promotion data

4. Did this student successfully complete last year's school program? Yes No
5. What is this student's grade this year? 9 10 11 12 13 14
6. Did this student graduate from this school last year?

Yes ⟶ Skip to question 8.

No

C. Transfer data-Answer the next question only if this student left this school last year for reasons other than graduation.

7. Indicate below the reason(s) that this student left school permanently last year. (Blacken as many as apply).

Lack of interest

Failure

To go to work (financial reasons)

To enter the service

Discipline

Moved

To get married

Personal problems

Illness

In trouble with the law

Unknown or other

D. Program data: For Occupational Education Students Only

8. Was this student in a cooperative program last year?

No ⟶ Mark "0" in question 9.

Yes

9. For how many months last year was this student in a cooperative program?

0 1 2 3 4

5 6 7 8 9

40

CONTROL FORM FOR

TYPE

DATE

PRINTED IN U.S.A. DS 1109-4

[illegible] Optical Scanning Corporation © [illegible]

APPENDIX II

GENERAL GUIDELINES FOR ADMINISTRATION OF INPUT BATTERIES I AND II

GUIDELINES FOR ADMINISTRATION
INPUT BATTERIES I & II

I. GENERAL OVERVIEW

Two input batteries are to be administered during the second week in October to a carefully preselected sample of students throughout Massachusetts. (The sample size and composition are described elsewhere. See Journal(1)). Input Battery I is to be administered to SDS (1) and SDS (2) secondary and postsecondary (community college) level students in the first year of their enrollment in a program. Battery II, which is basically a truncated version of Battery I, is to be administered to adult level students and non-community college post-secondary level students in SDS (1). Cohort replacement will not occur until the initial cohort has completed the program. In addition, all students who receive Input Battery I will be retested at the end of their program on a measure of general educational development (G.E.D.). (G.E.D. is to be measured with the Iowa Test of Educational Development).

II. GENERAL DIRECTIONS FOR ADMINISTRATION OF INPUT BATTERIES I & II

The appropriate Input Battery is to be adminsitered to occupational education students by the staff members of the department in which they are enrolled. Non-occupational education students are to be administered the appropriate Input Battery by their homeroom teachers.

ROOM REQUIREMENTS

Adequate space for writing, freedom from crowding, good lighting, and freedom of noise are the major requirements for the room in which students are to be tested.

PROCTORS

One adult proctor is to be present for every 25-30 students in a room. Each proctor should be assigned to a specific block of seats in the testing room.

STUDENTS

It is strongly recommended that students not be tested in groups larger than 60 per room. Under no circumstance should more than 100 students be tested in one room. Students are to be assigned specific seats on the first day of testing. They are to keep these seats throughout the testing process in order to facilitate distribution of testing materials. If possible, students should be seated in every other seat. Proctors should take great care to see that students work alone.

DISTRIBUTION AND COLLECTION OF TEST MATERIALS

On the first day of testing each student will receive a portfolio containing all of the answer sheets and combination instrument-answer sheets to be used throughout the testing process. They are to print their names on the front side of the portfolio in large legible letters so that on subsequent testing days they can check to see that they have received the correct portfolio. This portfolio name check should be done at the beginning of each subsequent day of testing. Each answer sheet or combination instrument-answer sheet included in a given portfolio will have the same serial number printed in the upper right hand corner of the front page. Before filling out any of the forms included in the portfolio each student should be asked to verify that every form in his portfolio is imprinted with this same number. If any student has a portfolio in which one or more of the forms has a different number he must be given a new unnumbered form. The number that appears on the other forms in his portfolio must be immediately gridded onto every page of this form by the test administrator. After the introduction has been read by the test administrator and the above preliminary checks have been made by the students, the actual testing procedure is ready to be begun. The testing schedule for Input Batteries 1 and 11 can be found on pages 6 and 7, respectively. After the Cover Sheet and Student Master Identification Form have been filled out, the booklets for the first test are ready to be distributed. (Note that in those cases in which a combination instrument-answer sheet are employed there will be no separate booklet distribution). After the answer sheet or combination instrument-answer sheet has been filled out by the students within the specified time limit, if any, it is to be collected by the test administrator and placed in the envelope labelled with the name of that answer sheet or combination instrument-answer sheet. Students should be told to pass in their answer sheets with the front or first page facing up. Before placing the answer sheets or combination instrument-answer sheets in the labelled envelope, the test administrator should check and see that all answer sheets or combination forms are front-side up. After the answer sheets have been placed in the appropriately labelled envelope, the test booklets, if any, are to be collected. In general, this is the procedure to be followed throughout the testing procedure. There is one important exception that will be described in the following paragraph.

---

(1) *Journal of Research and Development in Education*, Vol. 7, No. 2, Winter, 1974, Athens, Georgia.

The administration of some instruments, like the Iowa Tests of Educational Development, is spread out over several testing days. When this is the case, the student's answer sheet must not be collected until the last test administration date for that instrument. At the end of each of the other testing dates students should be told to place their partially completed answer sheet in the back of their portfolios. On subsequent days on which that same test is administered, students will be told to remove this answer sheet from the back of their portfolios prior to each subsequent test administration. After the last administration these answer sheets are to be collected and placed in the appropriately labelled envelope. The student portfolios are to be collected each day at the end of the testing session in the order in which students are seated in order to facilitate their distribution at the next test session.

NECESSARY SUPPLIES FOR TESTING

Each testing room should be supplied with enough sharpened #2 pencils with erasers so that each student can receive two such pencils each day. Pencils should be collected at the end of each test session. In addition, each test room should be provided with an interval timer or stop watch or watch with a sweephand (in that order of preference) to ensure accurate timing of those tests which are timed. The exact time limits provided for each test are listed elsewhere in this paper. It is absolutely critical that students not be allowed to work on any given test longer than the time limit allotted to that test. Students who finish before the time limit are to remain seated quietly at their desks until everyone else is done. Students who finish early should be told to recheck their work on that part of the test which they have just completed. In those instances in which all students finish working before the time allotted, the test administrator may call time at once.

SCHEDULING FOR INPUT BATTERY I

Listed in Table I are each of the instruments in Input Battery I and the exact testing time required for each test in the sequence of their administration. It is this exact testing time which must be strictly adhered to. In order to standardize the testing process, Input Battery I is to be administered during five mornings of one week, that week being the second week in October.

SCHEDULING FOR INPUT BATTERY II

Listed in Table II are each of the instruments in Input Battery II and the exact testing time required for each test in the order of administration.

TABLE I

INPUT BATTERY I TESTING SCHEDULE

MONDAY A.M.		TUESDAY A.M.		WEDNESDAY A.M.		THURSDAY A.M.		FRIDAY A.M.	
Instrument	Time*	Instrument	Time*	Instrument	Time*	Instrument	Time*	Instrument	Time*
General Introduction	30	I.T.E.D.-Orientation and Directions	25	I.T.E.D.- Language Arts (usage & spelling)	50	I.T.E.D. Social Studies	25	Pupil Inventory	45
Cover Sheet	15							C.S.A. I & II	10
S.M.I.F.	5					Science	25		
Culture Fair I.Q. Test	30	Reading Comprehension	45						
Break	10	Break	10	Break	10	Break	10	Break	10
High School Personality Questionnaire	60	Vocabulary	20	Mathematics	45	Use of Sources	25	D.A.T.- Space Relations	30
		Personal Values	20	Interpersonal Values	20	Study Habits Survey	40		
								Mechanical Reasoning	30
Total Time=	150"	Total Time=	120"	Total Time=	125"	Total Time=	125"	Total Time=	125"

*All time is in minutes and includes time for administration of tests, but not distribution and collection of materials. This will probably require an extra 20 minutes each day.

TABLE II

INPUT BATTERY II TESTING SCHEDULE

MONDAY P.M.		TUESDAY P.M.		WEDNESDAY P.M.	
Instrument	Time*	Instrument	Time*	Instrument	Time*
General Introduction	30	D.A.T.-Introdution and General Directions	10	Pupil Inventory	45
Cover Sheet	15				
S.M.I.F.	5	Verbal Reasoning	30		
Culture Fair I.Q.	30				
		Numerical Ability	30		
Break	10			Break	10
		Break	10		
Personal Values	20				
		Clerical Speed & Accuracy	10	D.A.T.- Space Relations	30
		Interpersonal Values	20	Mechanical Reasoning	35
	110		110		110

*All time is in minutes and includes time for administration but not for distribution and collection of materials. This will probably require an extra 20 minutes each day.

IRREGULARITIES TO BE REPORTED ON FORM

GROUP IRREGULARITIES: (Please enter part of survey affected.)

Overtiming --An overtiming for more than five minutes should be reported as an irregularity.

Undertiming-An undertiming of more than five minutes that cannot be made up should be reported as an irregularity.

Possible Survey Question Errors--Any questions concerning possible typographical errors or ambiguities in the wording of survey questions should be reported under "Other Group Irregularities." Please include the survey part and the question number.

INDIVIDUAL STUDENT IRREGULARITIES: (For each student, please enter the identifying information--answer sheet serial number and survey part--in the boxes provided.)

Defective Survey Materials--If a survey booklet is found to be defective, give the student a new booklet. He should continue the survey using his original answer sheet.

If any answer sheet is found to be defective, give the student a new one and direct him to continue the survey immediately. The student should not grid the Identification Number on his new answer sheet. This should be done by the test administrator.

Cheating--If you are convinced beyond a reasonable doubt that a student is giving or receiving any kind of assistance during the test part of the survey, his survey booklet and his answer sheet are to be collected. If possible, the student should be isolated from the students who are continuing the survey. The student's answer sheet serial number should be recorded on the Irregularity Report. Check the cheating box at the left and explain briefly under "Remarks."

Since the administration of the survey is the responsibility of the school, the school is responsible for taking whatever disciplinary action may be appropriate.

Withdrawal--If for any reason a student withdraws permanently from the survey, check the "Withdrawal" box at the left and explain briefly under "Remarks." The answer sheet should be attached to the Irregularity Report for return.

Other Irregularities--Occasionally (at grade levels where a separate answer sheet is provided) a student may mark the answers in the survey booklet instead of on the answer sheet or he may misplace the answers on the answer sheet.

All such cases reported or detected should be entered on the "Individual Student Irregularities" section of the Irregularity Report by recording the student's answer sheet serial number and checking the "other" box at the left. Enter a brief explanation under "Remarks." Attach the survey book (if the answers are marked in the survey book) to the Irregularity Report for return to MISOE. All other cases of failure to follow directions are to be recorded on the Irregularity Report also.

IRREGULARITIES THAT SHOULD NOT BE REPORTED

Temporary Absence from the Survey Session--A student may leave the survey administration room during actual survey time; his survey materials should be collected and the same materials given back to him upon his return. If possible, two or more students should be accompanied by a proctor, but under no circumstances should a survey administration room be left unattended. No extra survey administration time may be allowed for temporary absence and it should not be entered on the Irregularity Report.

Students who are absent on the testing date are not to be provided a makeup administration, and the absence should not be recorded on the Irregularity Report.

Illness and Distraction--In scoring answer sheets, the emotional and physical conditions of students and various distractions that occur during the administration cannot be taken into account; therefore, such events should not be reported ~~to ETS.~~

IRREGULARITY REPORT

Return ONLY if an irregularity occurs which must be reported.

GROUP IRREGULARITIES	INDIVIDUAL STUDENT IRREGULARITIES					
List answer sheet serial numbers of students involved on reverse side. GROUP MISTIMINGS ONLY	defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART
- - - - - - - - - - - - - SURVEY PART	REMARKS:					
OTHER GROUP IRREGULARITIES	REMARKS:					
- - - - - - - - - - - - - SURVEY PART	REMARKS:					
	REMARKS:					

CO-ORDINATOR: If you are submitting more than one Irregularity Report for this grade, indicate total number_____. If additional space is required, use reverse side.

Co-ordinator's Signature

Administrator's Signature

APPENDIX III

GUIDELINES FOR ASSEMBLAGE OF THE INPUT BATTERY

Guidelines for Assemblage of the Input Battery

Battery I and Battery II

Input Battery I is to be distributed to 10,825 occupational education and non-occupational education secondary level and post-secondary community college level students. Each student who is tested will receive a portfolio containing the answer sheets or combination instrument answer sheets for the entire test battery. Every sheet in this folder will be dark mark coded with the same number. The first page of each answer sheet will also have this same dark mark code number printed in the upper right hand corner. Furthermore, the answer sheets are to be arranged in the order in which the tests are to be administered. The order in which the answer sheets are to appear in each Input Battery I folder is as follows:

1. Cover Sheet and Student Master Indentification Form
2. Culture Fair Answer Sheet
3. High School Personality Questionnaire Answer Sheet
4. Iowa Tests of Educational Developement Answer Sheet
5. Personal Values Answer Sheet-Form combination
6. Interpersonal Values Answer Sheet-Form combination
7. Survey of Study Habits and Attitudes Answer Sheet
8. Massachusetts Pupil Inventory
9. Differential Aptitude Test Answer Sheet

The person in charge of Battery I assemblage should see that these nine items are arrayed in nine separate piles in an area which permits easy collation. Each packet should be individually assembled by one person and then checked by another person to ensure that the forms are in the correct order and a third person to see that all of the serial numbers match. This latter check is especially important. It is recommended that a team of three persoms carry out this operation and that the persons in this team be replaced on a fairly regular schedule in order to avoid mistakes due to fatigue.

Meanwhile, space permitting, another team of three persons can be assembling Input Battery II in the same manner. The order in which answer sheets are to appear in each Input Battery II folder is as follows:

1. Cover Sheet and Student Master Identification Form (attached)
2. Culture Fair Answer Sheet
3. Personal Values Answer Sheet
4. D.A.T. Answer Sheet
5. Interpersonal Values Answer Sheet
6. Massachusetts Adult Level Pupil Inventory

Once again, one person should check to see that the forms are in the correct order and another person should check to see that all forms have identical serial numbers.

The serial number of Input Battery I will start at 0000 and run until 10,824. For any given answer sheet or form numbers 10,825-15,000 should be reserved for Input Battery II. The forms and answer sheets should be separated initially according to this division so that the two input batteries can be assembled independently.

APPENDIX IV

GUIDELINES FOR ADMINISTRATION
INPUT BATTERY I

INPUT BATTERY I TESTING SCHEDULE

MONDAY A.M.		TUESDAY A.M.		WEDNESDAY A.M.		THURSDAY A.M.		FRIDAY A.M.	
Instrument	Time*	Instrument	Time*	Instrument	Time*	Instrument	Time*	Instrument	Time*
General Introduction	30	I.T.E.D.-Orientation and Directions	25	I.T.E.D.- Language Arts (usage & spelling)	50	I.T.E.D. Social Studies	25	Pupil Inventory	45
Cover Sheet	15							C.S.A. I & II	10
S.M.I.F.	5					Science	25		
Culture Fair I.Q. Test	30	Reading Comprehension	45						
Break	10	Break	10	Break	10	Break	10	Break	10
High School Personality Questionnaire	60	Vocabulary	20	Mathematics	45	Use of Sources	25	D.A.T.- Space Relations	30
		Personal Values	20	Interpersonal Values	20	Study Habits Survey	40		
								Mechanical Reasoning	30
Total Time=	150"	Total Time=	120"	Total Time=	125"	Total Time=	125"	Total Time=	125"

*All time is in minutes and includes time for administration of tests, but not distribution and collection of materials. This will probably require an extra 20 minutes each day.

GENERAL TESTING GUIDELINES

1. If more students show up for testing on the first day than were called for, ask the first two students who arrive to leave.

2. If a student who is supposed to be included in the sample is absent on the first day of testing you may follow whichever of the procedures described below is most convenient for your school.

    a) Remove the student from the rest of the testing procedure.
    b) Have the student take the rest of the battery when he does show up. Tell him that he must stay a little later on the first day to fill out the Cover Sheet and S.M.I.F. (≈ 15 minutes).

3. There are to be no makeups for students who are absent on any testing date.

4. At the end of each day the test administrator is to fill out a log indicating any unusual circumstances that occurred during the testing process and the name of the test and the 5 digit identification number of any particular students involved. Examples of things to be reported are:

    a) Sudden illness during the testing situation
    b) Any deviance from the exact time allotted to a given test.
    c) Any unusual distractions that arose during the testing process.
    D) Any other unusual circumstances.

5. Students who arrive after a test has been begun should be told to wait quietly outside the testing room until the time that the test in progress is to end. They should then be allowed into the room, given their portfolios and allowed to proceed with the next scheduled activity.

6. At the end of each testing session the testing log is to be filled out fully discribing any problems or irregularities that arose during the session.

TESTING SESSION #1

INPUT BATTERY I
Guidelines For Administration of the
Combined Cover Sheet and Student
Master Identification Form (SMIF)

Tell students to:

> Print your first name, last name and middle initial clearly in large letters on the front of your portfolio.

Students should be told to:

> Remove the form labelled "Cover Sheet" from your portfolio. Then say:
>
> Wait until you receive specific instructions for filling in each part of this form. Write your first name in the space provided for it on this form (Point). If your whole name does not fit, write as much of it as does fit. Now, under each letter that you have written, darken the appropriately lettered space below that letter. For example, if your first name starts with an "A", fill in the little box containing an "A" below your letter "A". Make sure that your mark goes across and fills the box, like this, (Demonstrate on the blackboard ....). If the next letter in your name is "L", darken the box labelled "L" below the letter "L" in the same manner. Continue darkening each appropriately lettered box under your first name.

When it looks as if everyone is done ask:

> Has everyone finished writing and gridding in your first names?

If not, wait until everyone is done. Then say:

> Write in your middle initial, if any, in the space provided for it. Now darken in the appropriately lettered box under your middle initial.

Wait until everyone has done this. Then say:

> Write in your last name and then darken each of the letters as you did with your first name. If it does not fit, write in as much as you can.

After everyone has done this say:

> The next six spaces are for your apartment number, if any. Write in the number and/or darken the appropriate number and/or beneath it. Write the first digit of your apartment number in the first box on the left of the section labelled "apartment number." Then write each successive digit, if any, in each of the remaining boxes. If you do not have an apartment number, leave this section blank and wait until I give you further directions.

After everyone who is working on this part has finished say:

> Now write in your street number and street name. Do not leave any spaces. If there is a dash in your street number, omit it. If your street name consists of more than one word, write it as if it was one word. Abbreviate as follows: (write on board)
>
> ST=street
> AVE=ave
> LA=lane
> RD=road
> PKWY=parkway
>
> Then darken the appropriate box below each letter or number.

After everyone has finished working on the street number and name say:

> Now write in the name of the city or town in which you live. Once again do not leave any spaces between words and if it does not fit in, write in as many letters as you can. Then darken the boxes under each letter.

After everyone has completed this part say:

> In the part provided for State, write in the abbreviation MA for Massachusetts and darken the appropriate letters.

When everyone has done this say:

> Now find the space that is labelled "zip code" and write in your zip code in the area provided. Then darken the appropriate box below each digit. If you cannot remember your zip code, leave this area blank and wait until everyone else has finished.

When everyone is done say:

> Now find the space that has been provided for your birth date. In the first two spaces write in the number of the month in which you were born. If the number has only one digit write in a zero in the first column and the number of the month in the second column. For example, if you were born in January you would write 01 in the space provided for month. Darken the appropriate boxes below each digit.

When everyone is done, say:

> In the two spaces provided for "day" write in the date on which you were born. If your birth date has only one digit, write in a zero in the first column. Thus, if you were born on the fifth day of the month, write 05 in the space provided for day. Darken the appropriate boxes below each digit.

After everyone is done say:

In the space provided for year, write in the last two digits of the year in which you were born. For example, if you were born in 1956 write in a 56 in the space provided. Darken the appropriate boxes below each digit.

After everyone is done say:

SMIF DIRECTIONS FOR OCCUPATIONAL EDUCATION STUDENTS ONLY:

Now open up to the second page labelled "Student Master Identification Form". Please be careful not to detach these two sheets. If they should accidently become detached, let me know immediately. Do not make any marks in the top part of this form where it says "Student Identifiers". You may begin to answer the questions now. Answer every question. If you have any problem with them, raise your hand.

When everyone is done say:

Arrange the form so that the cover sheet is facing upwards again.

When everyone has done this collect the combined (not detached) Cover Sheets and Student Master Identification Form from each student. It is absolutely essential that each S.M.I.F. be accompanied by the correct cover sheet. If any student's forms have accidently come apart, use a paper clip to hold them together (DO NOT STAPLE). The collected forms are to be placed in the appropriately labelled envelope and the envelope sealed. This envelope is to be delivered to the Department Head. The Department Head is not to open the envelope until after the entire testing process has ended. After the Department Head has filled in the student indentification section on each student's form, the cover sheets can be detached from the S.M.I.F.'s. The cover sheets are then to be mailed to the link agency and the S.M.I.F.'s to MISOE.

S.M.I.F. Directions

FOR NON-OCCUPATIONAL EDUCATION STUDENTS ONLY:

> Now open up to the second page labelled "Student Master Identification Form." In the section on top of the page marked "Student Identifiers" you will see a five digit space under the heading P.F.I.D. number. Has everyone found this? (wait). You are to enter a number 9 in each of those five spaces.

Wait until everyone has done this, then say:

> Now darken in the appropriate box under each digit. Do not make any other marks in this section. You may begin to answer the questions on this page now. Be sure to answer each question. If you need any help, raise your hand.

When everyone is done say:

> Very carefully detach the cover sheet from the second page. Do not rip it or you will have to fill out another pair of forms! Now, pass in the cover sheet, facing upwards. Make sure that it is the cover sheet that you are passing in.

After the cover sheets are collected and placed in their envelope say:

> Now pass in the Student Master Identification Form, facing upwards.

The S.M.I.F.'s are then to be placed in the appropriately labelled envelope for mailing to MISOE. The cover sheets are to be mailed to the link agency.

DIRECTIONS FOR ADMINISTRATION OF THE CULTURE FAIR I.Q. TEST

1. Distribute test booklets with the front cover facing up and the instruction that the booklet or page must not be turned.

2. Tell students to

> Remove the answer sheet labeled "Culture Fair I.Q. Test" from your portfolios.

3. Instructions to be read to subjects by a test administrator:

> Now I shall tell you a bit about what you are to do. These booklets contain four tests which are like four different games or puzzles. There are no words in them-only drawings. Each of the tests has some examples for you to practice on so that you can see how to do it. We shall first look at the examples together and then you will be asked to go ahead on your own. You are given a certain amount of time to do each test. Some people do all they can on a test and stop working on it before the time is up. If you finish working on a test before the time is up, please sit quietly. Do not bother other people who still want to work on the test but look back and check your own answers on that test only if you want to. Some of the questions at the end of each test are very difficult, and probably nobody can expect to get them all right. But try as many as you can. When you are not sure of the answer, you should make the best guess you can, rather than not answer it at all.
>
> "Please do not turn any page until I tell you to do so. Instead of marking your answers in the test booklet, you are to mark them on the answer sheet you have been given. Read the instructions on the answer sheet and see if you understand what you are to do. You will have a chance to try marking some answers when we go over the examples together in a moment".

Ask:

> Does anyone have any questions?

Answer all questions. Then say:

> You may now turn the page and find TEST 1.

The test administrator then holds up the test booklet so that subjects can see the page and point to the first example. Do not hurry over the examples and supervise to see that instructions have been understood on this first set.

The administrator then says:

> Put your finger on the first example so that I can see that you have the right place. (Check.) Do you see how the heavy black line gets longer--and longer--and longer? Can you choose the correct box from over here on the right to go in the next-the empty-box? (Point and pause 2 seconds.) The right answer has been given to you in this first try; it's the long line in the first box, isn't it, because that's the one that has become longer still? (When answer sheets are being used, say: "Notice on your answer sheet under Test 1 that the answer has been marked for you in this first example.") (Pause 2 seconds.)
>
> Now look at the second row. See, the little curved line bends first to the left, then to the right, then to the left. (Point.) What will it do at the next step? (Permit an answer.) Yes, it will bend to the right. I want you to write the number of the correct answer in the little box at the right hand side (or, underline the answer) (or, put and x in the box for the correct answer on your answer sheet). (Pause). Which answer is correct? (Permit an answer). Yes, number 3 is right. (Check that the answer has been marked in the correct manner.)
>
> Now look at the third row. See, this black part moves, rather like the hand of a clock. It begins at the top, and moves down, and down. You choose the right answer. (Pause.) Which one is it? (Permit an answer.) Yes, it's number 1. You can see that no one of the others in the set is quite right.
>
> When I tell you to start you may go on and do the rest yourself. Begin with the first row just below the line and work through this page to the bottom of the next. In each row choose just one from each set on the right which should come next to the three on the left and mark it as your answer. You will probably not have time to finish them all, but work as quickly and carefully as you can. You are allowed to change your answer if you change your mind, so long as you don't alter anything after I say, STOP. Are you ready? Go.

After 3 minutes say:

> Stop! Pencils down.
>
> Turn over to TEST 2. (Pause to see that all subjects have the right page.) Look at the top row of boxes. Put your finger on it. (Pause.) You see four are the same in some way and one is different. In this puzzle, which one is different in some way from all the others? They have found the right answer for you in the first line. Which is it? Yes, it's the fourth. Why is that the right one? (Permit an answer.) Yes, that one's standing upright and the others are not.
>
> Now let's do the second line. Which is the different one here? (Permit an answer.) Yes, it's the first one: it's black and all the others are white. Of course, the others are different sizes

but they are all white so you can't pick out one of those.

When I tell you to start, I want you to choose one picture in each row which does not belong with the others. Remember, choose one only in each row which is different in some way from all the others. Work quickly and carefully to try to finish as many as you can on the two pages before I tell you to stop. Ready? Go.

After 4 minutes say:

Stop! Pencils down!

Turn over to TEST 3. (Pause as before.) Put your finger on these squares with the big dots in them. (Pause and check.) There's one empty box. Which of these five boxes over here (Point.) on the right will be the correct one to fill in? (Pause for answer.) Yes, it's the third; and they have shown you the right answer. If we put that one in the empty box it would look right.

Now look at the second row. (Pause and check.) Which one shall we put into the empty box to make it look right? (Permit an answer.) Yes, it's the first one, isn't it?

Now let's take the third row. You choose the right answer. Which is it? (Pause for answer.) Yes, the fourth.

When I say, GO! start on the first one just below the line (point) and find the little square which would look right in the empty box. Do both pages. See how many you can do. Are you ready? Go.

After 3 minutes say:

Stop! Pencils down!

Turn over to TEST 4. Do you see in the box at the top (Point, check.) that there is a circle, and in it a dot, and a square? (Pause, check.) The dot is inside the circle, but outside the square. Now look over here on the right. (Point.) We must find one where we can do just the same: put a dot in the circle but outside the square. What about the first one? No, because any dot in the circle would be in the square too. Would the second do, (permit an answer.) No-a dot in the circle would also be in the square as well. The third? Yes, you see the dot is inside the circle but outside the square, and they have done it for you. (Pause.) It is the only one where we can do the same as in the box on the left, here. (Point.)

Now look at the second row. Look at the box at the beginning. (Point and check.) Here the dot is in the oval (or eggshaped.), but under the line. Now we have to find another box where we can do just the same. Which one is it? Yes, the second, and that's the only right one. (Pause).

Now look at the third row. (Pause.) This time the dot must be in both squares at once, but outside the circle. You could not put a dot in both squares at once in the first box over here, could you? (Pause). In the second box the dot could go in both squares, but it would be inside the circle, so it won't do. What about the third? (Pause.) Yes, the third is the only one where we can put the dot in both squares, but outside the circle.

When I say GO! start at the first row under the line. (Point). Look carefully where the dot is. Then find a box where you could do just the same and mark that as your answer.

You will have almost as much time for this one page as you had for the two pages in the last test. See how many you can do. Go.

After 2-1/2 minutes say:

Stop! Pencils down!

Immediately tell students to pass in their answer sheets, front to side facing up. Then have students pass in their test booklets. Then collect each student's portfolio in the reverse order in which they are seated.

GUIDELINES FOR ADMINISTRATION OF THE HIGH SCHOOL PERSONALITY QUESTIONNAIRE

1. Tell students to

> Remove the answer sheet entitled "High School Personality Questionnaire" from your portfolios.

2. Pass out the H.S.P.Q. test booklets to each student. Then pick up your copy of the test booklet and answer sheet and say:

> This is the booklet and contains the questions you are to answer. The separate sheet is the answer sheet. All your answers are to be placed only on the answer sheet, in a way I shall explain. Now, follow the "What to Do" section, on the cover of the booklet, while I read it aloud.

Examiner reads this aloud, pausing to remind the examinees to answer the examples. After the instructions are read and the examples are completed, he says:

> Do not open the booklet until I tell you to.
> Do you have any questions about these instructions? Raise your hand if you do.

The examiner deals fully with any questions and then says:

> Now, have you marked the answers for the examples that were on the cover? Are there any more questions? (If not.) Fine, we are ready. Open the booklet and start on number 1. Be sure you mark your answer for question 1 in one of the boxes beside the 1 on the answer sheet. Continue with one question after another, marking your answer to each question on the answer sheet. Be sure the number of the box on the answer sheet always matches the number of the question in the booklet. (Illustrate this by pointing to two instances.) Give one answer to every question. Don't skip any questions.

During the test the meaning of words may be explained to an examinee upon request, EXCEPT for the intelligence scale items (numbers 23, 24, 43, 44, 63, 64, 83, 84, 104, and 124). Most students will not need help with the rest of the vocabulary.

After the testing is started, move quickly around the room to make sure that the instructions have been understood.

In particular, see that no one is omitting questions and that the idea of marking in the box or space by the corresponding number on the answer sheet has been understood. For this purpose, wait until most students reach the end of the first page of the booklet, and then point out to them that they can check if they are keeping on the right numbers because the answer sheet always says where the end of each of the booklet pages comes.

At the end of 10 minutes say:

> You should by now have reached at least question 35. If you are not as far as 35, it means that you should be going faster. Do not take quite so long with each question, but give the answer that comes to you when you first read it. However, do not leave out any of the questions.

At 20 minutes say:

> You should by now have reached at least question 70. If you have not it means you should be going faster, as mentioned earlier. But, do answer every question.

At 30 minutes say:

> By now you should have reached at least question 105. If you have not you should be going faster as mentioned earlier. But do answer every question.

Toward the end of the test say:

> Look back over your answer sheet and make quite sure before you turn it in that you have answered every question.

Near the end students should be told:

> After you are done, sit quietly and wait until everyone else is finished. You may go back and reconsider an answer if you really want to, however, it is probably best to leave your original answers.

When everyone is done or when 70 minutes from the beginning of testing has gone by (whichever comes first), call time and collect answer sheets, face up. Then collect test booklets.

Have students pass in their portfolios in the order of their seating arrangement.

TESTING SESSION #2

Tuesday

GUIDELINES FOR ADMINISTRATION OF THE

I.T.E.D.-READING AND VOCABULARY

1. Pass out the student portfolios, making sure that each student receives his or her own.

2. Tell students to:

   Remove the answer sheet labelled Iowa Test of Educational Developement from your portfolios.

3. Pass out the I.T.E.D. test booklets, one to each student. Then hold up the answer sheet and say:

   These are the directions for marking the questions:

   This answer sheet is divided into sections, one for each test. In most tests, each exercise consists of a question followed by several possible answers. You are to decide in each case which answer is best. To answer a question, find the set of answer spaces numbered the same as that question; then blacken the space corresponding to the best answer. Your mark should fill the space without going outside the lines. If your marks are too large or too small they may cause scoring errors. The important things to remember in marking are:

   1. Make you mark as large as you can without going outside the space provided.

   2. Make heavy, shiny marks.

   If you are careful, you should be able to make satisfactory marks very quickly. Do not waste time trying to make overly neat marks, but make sure each mark is heavy and black. Very neat or fussy marking is not necessary.

   Mark only one answer space for each question. If you mark more than one space, you will not receive any credit for that question. If you change your mind about an answer, erase your first mark thoroughly.

   Make no stray marks anywhere on your answer sheet. Keep it clean and free from smudges. Do not fold the answer sheet or bend corners.

   Your test booklet will be used later by other students. Keep it in good condition. Make no marks on any pages of the test. Do not fold or tear pages.

   Do not look at any test until you are told to do so.

   Are there any questions?

I.T.E.D.

Answer any questions about marking the answer sheets. Make sure each student has a soft lead pencil. Then proceed with the directions for administering the first test on your schedule.

READING COMPREHENSION

> We are now ready to begin the READING COMPREHENSION test. Find the section for this test on your answer sheet. Open your test booklet to page 2 and place your answer sheet beside this page. Now read the directions silently while I read them aloud.
>
> Each passage in this test is followed by several questions. First read the passage carefully; then choose the best answer to each question and blacken the corresponding space on your answer sheet. You may refer to the passage as often as necessary. The sample item has been marked correctly on the answer sheet. Mark the other items in a similar fashion.
>
> You will have 40 minutes for this test. Go ahead.

Note the exact time and (unless you have a stopwatch) write both the starting and stopping times in the boxes below.

☐ + 40 minutes = ☐

Starting Time

Stopping Time

Watch the students carefully during the first few minutes of the period to see that all have started and are marking the answer sheet properly. Continue checking throughout the period.

When the time is about half over, say:

> Attention, please. The period is now about half over. If you have not yet reached the fourth page of the test, you are probably spending too much time on difficult items. Continue your work.

During the last 10 minutes of the period, move continually among the students and watch particularly to see that no one looks ahead to any other test.

After exactly 40 minutes have elapsed, say:

> Time is up! Everybody stop work. Close your test booklets at once.

See that all students do this immediately. Then tell the students-

I.T.E.D.

> You may have a 10 minute break now before we proceed with the rest of today's testing. Put your answer sheets back in your portfolio before you take your break.

After everyone has returned to his seat and the break is over say:

> Remove your I.T.E.D. answer sheet form your portfolio again. We are now ready to work on the Vocabulary test. Find this section on your answer sheet and then open your booklet to page 8.
>
> In each exercise, decide which of the five choices has most nearly the same meaning as the italicized word or phrase; then mark the corresponding space on your answer sheet.
>
> You will have 15 minutes. Go ahead.

Note the exact time and write the starting and stopping times in the boxes below.

Starting Time	+ 15 minutes=	Stopping Time
☐		☐

At least once during the test period, check each student's answer sheet to see that he is making proper marks.

Notify the students when the period is about half over (8 minutes).

At the end of exactly 15 minutes say:

> Time is up! Everybody stop work. Close your test booklets at once. Place your answer sheets in the back of your portfolio behind all the other answer sheets. We shall work on other parts of this test on other days this week. You are not to tamper in any way with the parts of the answer sheet that you worked on today. You may take a 5 minute break now after which there will be one short questionnaire for you to fill out. Pass in your test booklets.

DIRECTIONS FOR ADMINISTRATION OF THE

SURVEY OF PERSONAL VALUES-BATTERIES I & II

1. Take out the form labelled "Personal Values" from your portfolio. Unlike the other instrument you have filled out so far, you are to write your answers right in this combination test-answer sheet booklet.

2. Then, tell the students:

   You are to read the directions on the title page of the booklet silently while I read them aloud. There is no time limit for this form.

During the initial part of the administration, the test administrators should walk around the room to make sure that each student is marking one "most" choice and one "least" choice in each triad.

3. When everyone is finished, tell students to:

   Pass in the completed booklet front side up.

4. Collect students portfolios according to the seating order and then dismiss students.

TESTING SESSION #3

DIRECTIONS FOR ADMINISTRATION OF THE

I.T.E.D.-LANGUAGE & MATHEMATICS

1. Pass out the student portfolios

2. Tell students:

> Today we are going to do some more work on the test that you took yesterday. Remove the Iowa Tests of Educational Development answer sheet from the back of your portfolio.

When all the students have found this answer sheet, say:

> We will now take the Language Arts test. This is a test of your ability to express yourself correctly and appropriately in writing. Open your booklet to page 10. Find the section for Language Arts on your answer sheet. Now read the directions to Part I silently while I read them aloud.
>
> The passages that follow might have been written by high school students. In the first two passages certain parts are underlined and numbered. In the right-hand column there are several choices with the same number as the underlined part. You are to choose the version that best expresses the idea, makes the statement grammatically correct or most precise, or is worded most consistently with the style and tone of the passage.
>
> Some items involve more than one kind of error. For example, you may find both grammatical and capitalization errors in the same item. In some cases the problem is not to correct a specific error, but to decide which phrase is most appropriate, considering the selection as a whole.
>
> Each passage appears twice, first without underlining and then in the spread-out form. Read the first version of the passage rapidly to get a general idea of its tone; then go on to the spread-out form and answer the questions. For each item, choose the alternative you think is best; then mark the corresponding space on your answer sheet. If you think the original underlined version is best, mark "A" (No change). The sample items have been marked correctly on your answer sheet.
>
> Now look at the sample exercise. It reads: "My friend is a terrible poor student. I tried to help her with her French yesterday." The two test items in this sample are the underlined parts of the sentence.
>
> Look at the first underlined part, the word terrible. This word is not used correctly here. Very would be much better. Now look at the three choices to the right. Very is the third choice given, so the third answer space has been marked in the S1 row on your answer sheet.

I.T.E.D.-LANGUAGE & MATHEMATICS

> Now look at sample 2. The word student and the period after it have been underlined. The choices are given at the right: to make no change in this part of the sentence, or to change the period to a comma, a dash, or a colon. Since the word student and the period are used correctly in this sentence, the proper choice for sample 2 is "A", NO CHANGE. Correspondingly the first answer space has been marked in the S2 row.
>
> Remember that there are many different kinds of errors in this test. In some items on grammar, sentence structure, or suitability of language, you may have to read several sentences to decide on the best choice. If you have any questions, I will help you after the others have begun to work.
>
> You will have 40 minutes for this test. However, you should finish Part I-questions 1 through 54-in 30 minutes. Part II, the Spelling test, will require the last 10 minutes of the period. If you finish part I early, you may go on to Part II. Begin Part I by reading the complete passage quickly; then work on the spread-out form. Go ahead.

Note the exact time and write the starting and stopping times in the boxes below.

	+ 30 minutes=		+ 10 minutes=	
Starting Time		Start Spelling Test		Stopping Time

When about half the period is over, watch to make sure the students are going on to Part II after finishing Part I. Exactly 30 minutes after the students were told to begin work, say:

> Attention, please! If you haven't already finished Part I, leave it now and begin work at once on Part II-the Spelling test. If you finish Part II early, check your work on both parts. Do not look at any other tests. Go ahead.

Watch closely during the latter part of the period to see that no students look at any other tests and that all students are working on the Spelling test.

Exactly 40 minutes after the students started, say:

> Time is up! Everybody stop work. Close your test booklets.

See that all students do this at once. Tell students to:

> Slip your answer sheets into your portfolios and take a ten-minute break.

DIRECTIONS FOR ADMINISTRATION OF THE

I.T.E.D.-MATHEMATICS

After all students are seated again and the break is over say:

> Remove the I.T.E.D. answer sheet from your portfolio again.

Then hand out two pieces of scratch paper to each student, after which, say:

> We are now ready to begin work on the Mathematics test. It is particularly important in this test that you do not spend too much time on any one question. There are easy problems spread throughout the test.
>
> Find the Mathematics section on your answer sheet and open your booklet to page 18. Read directions while I read them aloud to you.
>
> In each exercise, solve the problem: then mark the space on your anwser sheet that corresponds to the answer you choose. In some problems the fifth alternative, E, is 'None of these.' If your answer to such a problem is not included in the possible answers you should mark E, 'None of these.' Do not waste time on problems you find too difficult; go on, and return to them later if you have time. The sample problems have been marked correctly on your answer sheet.
>
> You will have 40 minutes for this test. Go ahead.

Note the exact time and write both the starting and stopping times in the boxes below.

☐	+ 40 minutes=	☐
Starting Time		Stopping Time

Throughout the working period watch carefully that the students make no marks in the test booklet. They are particularly likely to do so in this test.

When the period is half over (20 minutes), say:

> The period is now half over. If you are not starting on the third page of this test, you probably are spending too much time on difficult items. Continue your work.

I.T.E.D. - MATHEMATICS

Exactly 40 minutes after the students started to work, say:

> Time is up. Everybody close your booklets.

See that this is done at once. Then tell students to again:

> Place their answer sheets in the back of their portfolios.

Collect the test booklets and tell students:

> You may take a 10 minute break after which there will be a short questionnaire very much like the one you filled out yesterday to complete.

Wednesday

DIRECTIONS FOR ADMINISTRATION OF THE
SURVEY OF INTERPERSONAL VALUES-BATTERIES I & II

1. Take out the form labelled Interpersonal Values from your portfolio. You are to write your name as you did on yesterday's similar questionnaire combination test-answer sheet booklet.

2. Tell the students:

   You are to read the directions on the title page of the booklet silently while I read them aloud. There is no time limit for this form.

During the initial part of the administration, the test administrators should walk around the room to make sure that each student is marking one "most" choice and one "least" choice in each triad.

3. When everyone is finished, tell students to:

   Pass in the completed booklet front side up.

4. Collect student portfolios according to the seating order and then dismiss students.

TESTING SESSION #4

Thursday

DIRECTIONS FOR ADMINISTRATION OF THE

I.T.E.D.-SOCIAL STUDIES, SCIENCE, USE OF SOURCES

1. Pass out portfolios
2. Tell students:

   Once again, remove the I.T.E.D. answer sheet from the back of your portfolio. Today we are going to finish working on this test.

The directions for these three tests are the same and, with the exception of inserting the appropriate test title and page number, can be read without alteration.

When all students are ready to begin say:

We are now ready to begin the {Social Studies / Science / Use of Sources} test.

Find the section for this test on your answer sheet. Open your booklet to page ___ (state page number).

In each exercise decide which of the four alternatives best answers the question; then mark the corresponding space on your answer sheet.

You will have 20 minutes for this test. Go ahead.

Note the exact time and write both the starting and stopping times in the boxes below.

1.	☐ Starting Time	+ 20 minutes=	☐ Stopping Time
2.	☐ Starting Time	+ 20 minutes=	☐ Stopping Time
		--------------BREAK-10 MINUTES--------------	
3.	☐ Starting Time	+ 20 minutes=	☐ Stopping Time

When each period is half over (10 minutes), notify the students.

Once during the period check each student's answer sheet for good marking.

I.T.E.D.-SOCIAL STUDIES, SCIENCE, USE OF SOURCES

When the last test has been completed, tell students:

> Pass in your answer sheets, face up.

After the answer sheets have been collected and placed in the appropriate envelope, collect the test booklets. Tell students that:

> You may take a 5 minute break after which you will fill out another questionnaire.

DIRECTIONS FOR ADMINISTRATION OF THE
SURVEY OF STUDY HABITS & ATTITUDES

After the break is over and all students are seated say:

> Remove the answer sheet labelled 'Survey of Study Habits and Attitudes' from your portfolio.

Pass out the test booklets to each student. Then say:

> There is no time limit for this questionnaire. Open your booklet and look at the directions printed on page 3 while I read them aloud.

After you read the directions, ask:

> Are there any questions?

And answer all questions fully. Then tell students:

> You may now begin.

Each student must interpret the statements for himself. It is permissible, however, for the test administrator to answer questions regarding directions or involving the meaning of words, provided that he can do without prejudicing the student's answers.

When approximately 80% of the students have completed the questionnaire say:

> Pass in your answer sheets face up.

Then collect the test booklets and finally the portfolios.

TESTING SESSION #5

DIRECTIONS FOR ADMINISTRATION OF THE

MASSACHUSETTS PUPIL INVENTORY

1. Pass out the student portfolios.

2. Tell students to remove the booklet entitled 'Massachusetts Pupil Inventory' from their portfolios. Then say:

> This is a very important questionnaire. Please fill it out very carefully and completely. Note that you are to write your answers directly in the booklet. The information provided by this form will be used to help make the Massachusetts school system more responsive to student needs. The information which you provide will be strictly confidential. The security link system has been explained to you previously. Read the directions for filling out this form silently with me while I read them aloud.

After the directions have been read ask:

> Are there any questions and answer all questions fully.

Then say:

> There is no time limit for this form. Work on it until you are done. If you finish early, sit and wait quietly until everyone is done. When everyone is done, collect the booklets face up and place them in the appropriate envelope.

Friday

DIRECTIONS FOR THE ADMINISTRATION OF THE CLERICAL SPEED & ACCURACY TEST

1. Tell students to check and make sure that their two pencils are both sharpened.
2. Check to see that you have an accurate time piece with a second hand.
3. Ask them to remove the answer sheet labelled 'Clerical Speed & Accuracy' from their portfolios and find PART I on the answer sheet.
4. Then, read the directions page aloud while they read along silently. Ask "are there any questions?" It is to be expected that questions may be asked about this test, as students often feel they have misunderstood the directions; some do not believe they would be asked to do such a simple task. Tell them the answers are easy-that speed and accuracy of marking are important.
5. After all questions have been answered, tell them to begin. Mark down the exact starting time in minutes and seconds.

	Minutes	Seconds
Begin		

	Minutes	Seconds
End		

At the end of exactly three minutes for Part I say firmly and clearly:

> Stop, find the Part II answer sheet, but do not turn any pages in your booklet yet.

Wait until everyone has found Part II on their answer sheets and then say:

> Turn to Part II in your test booklet and begin.

Again, record the exact time testing began and at the end of

CLERICAL SPEED & ACCURACY TEST

exactly three minutes for Part II say:

> Stop. Close your test booklets. Now pass in your answer sheets face up. Then collect the test booklets. You may take a 10 minute break now.

	Minutes	Seconds
Begin		

	Minutes	Seconds
End		

DIRECTIONS FOR ADMINISTRATION OF THE

D.A.T.-SPACE RELATIONS

1. After the break is over and all students are seated, tell students to remove the answer sheet labelled 'Differential Aptitude Tests" from their portfolios. Hand out the D.A.T. test booklet-booklet 2 only. Then say:

> Do not open the test booklet until you are told to do so. You will be doing only two parts of this test. Open your answer sheet up to page 2 and fold it like this (demonstrate) so that only page 3 is showing. Open your test booklet to page 2 and fold the cover page under so that only the directions page is showing. Read the directions silently as I read them aloud. You should keep in mind that you are to mark only one answer to each question. If you mark more than one answer, you cannot receive credit for that question.

After the directions have been read, ask if there are any questions and answer all questions fully. Then, in a clear and firm voice say: Begin.

You should note the exact time they began and the time that the test is to end, (exactly 30 minutes from when they began). At the end of exactly 30 minutes say:

> Stop. Please put down your pencils. You may take a 5 minute break now. Please slip your answer sheets back into your portfolios.

DIRECTIONS FOR ADMINISTRATION OF THE
D.A.T.-MECHANICAL REASONING

When the break is over and all students are seated again say:

> Please remove the D.A.T. answer sheet from your portfolios again. Fold it over so that only page 2 is showing. Now, open your test booklets to page 20 and read the directions silently as I read them aloud. Once again, you should keep in mind that you are to mark only one answer to each question.

After the directions have been read, ask:

> Are there any questions?

Answer all questions fully. Then in a clear, firm voice say:

> Begin.

Again, you should note the exact time they began and the time that the test is to end (exactly 25 minutes from when they began).

At the end of the testing time say:

> Stop. Please put down your pencils. Pass in your answer sheets with page 2 facing up.

After this is done, collect the test booklets

Next say:

> This is the last of the testing sessions. Thank you very much for your cooperation. You may toss your empty portfolios in the waste basket as you leave. Please check to see that they are empty first. Please pass in your pencils before leaving. Thank you again. Goodbye.

APPENDIX V

GUIDELINES FOR ADMINISTRATION
INPUT BATTERY II

INPUT BATTERY II TESTING SCHEDULE

MONDAY P.M.		TUESDAY P.M.		WEDNESDAY P.M.	
Instrument	Time*	Instrument	Time*	Instrument	Time*
General Introduction	30	D.A.T.-Introdution and General Directions	10	Pupil Inventory	45
Cover Sheet	15				
S.M.I.F.	5	Verbal Reasoning	30		
Culture Fair I.Q.	30				
Break	10	Numerical Ability	30		
Personal Values	20	Break	10	Break	10
		Clerical Speed & Accuracy	10	D.A.T.- Space Relations	30
		Interpersonal Values	20	Mechanical Reasoning	35
	110		110		110

*All time is in minutes and includes time for administration but not for distribution and collection of materials. This will probably require an extra 20 minutes each day.

GENERAL TESTING GUIDELINES

1. If more students show up for testing on the first day than were called for, ask the first two students who arrive to leave.

2. If a student who is supposed to be included in the sample is absent on the first day of testing you may follow whichever of the procedures described below is most convenient for your school.

   a) Remove the student from the rest of the testing procedure.

   b) Have the student take the rest of the battery when he does show up. Tell him that he must stay a little later on the first day to fill out the Cover Sheet and S.M.I.F. (≈ 15 minutes).

3. There are to be no makeups for students who are absent on any testing date.

4. At the end of each day the test administrator is to fill out a log indicating any unusual circumstances that occurred during the testing process and the name of the test and the 5-digit identification number of any particular students involved. Examples of things to be reported are:

   a) Sudden illness during the testing situation.

   b) Any deviance from the exact time allotted to a given test.

   c) Any unusual distractions that arose during the testing process.

   d) Any other unusual circumstances.

5. Students who arrive after a test has begun should be told to wait quietly outside the testing room until the time that the test in progress is to end. They should then be allowed into the room, given their portfolios and allowed to proceed with the next scheduled activity.

6. At the end of each testing session the testing log is to be filled out fully, describing any problems or irregularities that arose during the session.

TESTING SESSION 1

GUIDELINES FOR ADMINISTRATION OF THE COMBINED COVER SHEET AND STUDENT MASTER IDENTIFICATION FORM (S.M.I.F.)

Tell students to:

> Print your first name, last name and middle initial clearly and in large letters on the front of your portfolio.

Students should be told to remove the form labelled "Cover Sheet"

from their portfolios. Then say:

> Wait until you receive specific instructions for filling in each part of this form. Write your first name in the space provided for it on this form (Point). If your whole name does not fit, write as much of it as does fit. Now, under each letter that you have written, darken the appropriately lettered space below that letter. For example, if your first name starts with an "A", fill in the little box containing an "A" below your letter "A". Make sure that your mark goes across and fills the box, like this. (Demonstrate on the black board . . . A). If the next letter in your name is "L", darken the box labelled "L" below the letter "L" in the same manner. Continue darkening each appropriately lettered box under your first name.

When it looks as if everyone is done ask:

> Has everyone finished writing and gridding in your first names?

If not, wait until everyone is done. Then say:

> Write in your middle initial, if any, in the space provided for it. Now darken in the appropriately lettered box under your middle initial.

Wait until everyone has done this. Then say:

> Write in your last name and then darken each of the letters as you did with your first name. If it does not fit, write in as much as you can.

After everyone has done this, say:

> The next 6 spaces are for your apartment number, if any. Write in the number and darken the appropriate letters beneath it. Write the first digit of your apartment number in the first box, on the left of the section labelled 'apartment number.' Then write each successive digit, if any, in each of the remaining boxes. If you do not have an apartment number, leave this section blank and wait until I give you further directions.

After everyone who is working on this part has finished, say:

S.M.I.F.

Now write in your street number and street name. Do not leave any spaces. If there is a dash in your street number omit it. If your street name consists of more than one word. Abbreviate as follows: (Write on board)

ST=street
AVE=ave
LA=lane
RD=road
PKWY=parkway

Then darken the appropriate box below each letter or number.

After everyone has finished working on the street number and name, say:

Now write in the name of the city or town in which you live. Once again do not leave any spaces between words and if it does not fit in, write in as many letters as you can. Then darken the boxes under each letter.

After everyone has completed this part say:

In the part provided for State, write in the abbreviation MA for Massachusetts and darken the appropriate letters.

When everyone has done this say:

Now find the space that is labelled 'zip code' and write in your zip code in the area provided. Then darken the appropriate box below each digit. If you cannot remember your zip code, leave this area blank and wait until everyone else has finished.

When everyone is done say:

Now find the space that has been provided for your birthdate. In the first two spaces write in the number of the month in which you were born. If the number has only one digit write in a zero in the first column and the number of the month in the second column. For example, if you were born in January you would write 01 in the space provided for month. Darken the appropriate boxes below each digit.

When everyone is done, say:

In the 2 spaces provided for 'day' write in the date on which you were born. If your birthdate has only one digit, write in a zero in the first column. Thus, if you were born on the fifth day of the month, write 05 in the space provided for day. Darken the appropriate box below each digit.

When everyone is done, say:

S.M.I.F.

In the space provided for year, write in the last two digits of the year in which you were born. For example, if you were born in 1956 write in a 56 in the space provided. Darken the appropriate boxes below each digit.

After everyone is done say:
S.M.I.F. DIRECTIONS FOR OCCUPATIONAL EDUCATION STUDENTS ONLY

Now open up to the second page labelied 'Student Master Identification Form.' Please be very careful not to detach these two sheets. If they sould accidently become detached, let me know immediately. Do not make any marks in the top part of this form where it says 'Student Identifiers.' You may begin to answer the questions now. Answer every question. If you have any problems with them, raise your hand.

When everyone is done, say:

Arrange the form so that the cover sheet is facing upwards again. When everyone has done this collect the combined (not detached) Cover Sheets and Student Master Identification Form from the student. It is absolutely essential that each S.M.I.F. be accompanied by the correct cover sheet. If any student's forms have accidentally come apart, use a paper clip to hold them together (Do not staple)! The collected forms are to be placed in the appropriately labelled envelope and the envelope sealed. This envelope is to be delivered to the Department Head. The Department Head is not to open the envelope until after the entire testing process has ended. After the Department Head has filled in the student's form, the cover sheets can be detached from the S.M.I.F.'s. The cover sheets are then to be mailed to the link agency and the S.M.I.F.'s to MISOE.

DIRECTIONS FOR ADMINISTRATION OF THE CULTURE FAIR I.Q. TEST

1. Distribute test booklets with the front cover facing up and the instruction that the booklet or page must not be turned.

2. Tell students to:

    Remove the answer sheet labelled 'Culture Fair I.Q. Test from your portfolios.

3. Instructions to be read to subjects by a test administrator:

    Now I shall tell you a bit about what you are to do. These booklets contain four tests which are like four different games or puzzles. There are no words in them--only drawings. Each of the tests has some examples for you to practice on so that you can see how to do it. We shall first look at the examples together and then you will be asked to go ahead on your own. You are given a certain amount of time to do each test. Some people do all they can on a test and stop working on it before the time is up. If you finish working on a test before the time is up, please sit quietly. Do not bother other people who still want to work on the test, but look back and check your own answers on that test only if you want to. Some of the questions at the end of each test are very difficult and probably nobody can expect to get them right. But try as many as you can. When you are not sure of the answer, you should make the best guess you can, rather than not answer at all.

    Please do not turn any page until I tell you to do so. Instead of marking your answers in the test booklet, you are to mark them on the answer sheet you have been given. Read instructions on the answer sheet and see if you understand what you are to do. You will have a chance to try marking some answers when we go over the examples together in a moment. (Pause)

Ask:

> Does anyone have any questions? You may now turn the page and find TEST 1.

The test administrator then holds up the test booklet so that subjects can see the page and point to the first example. Do not hurry over the examples and supervise to see that instructions have been understood on this first set.

Administrator then says:

CULTURE FAIR I.Q. TEST

Put your finger on the first example so that you have the right place. (Check) Do you see how the heavy black line gets longer--and longer--and longer? Can you choose the correct box from over here on the right to go in the next--the empty--box? (Point and pause 2 seconds.) The right answer has been given to you in this first try; it's the long line in the first box, itsn't it, becuase that's the one that has become longer still? (When answer sheets are being used, say: Notice on your answer sheet under 'Test 1' that the answer has been marked for you in this first example.) (Pause 2 seconds.)

Now look at the second row. See, the little curved line bends first to the left, then to the right, then to the left. (Point) What will it do at the next step? (Permint an answer.) Yes, it will bend to the right. I want you to write the number of the correct x in the box at the right hand side (or, underline the answer) (or put an x in the box for the correct answer on your answer sheet.) (Pause) Which answer is correct? (Permit an answer.) Yes, number 3 is right. (Check that the answer has been marked in the correct manner.)

Now look at the third row. See, this black part moves, rather like the hand of a clock. It begins at the top, and moves down, and down. You choose the right answer. (Pause) Which one is it? (Permit an answer). Yes, it's number 1. You can see that no one of the others in the set is quite right.

When I tell you to start you may go on and do the rest yourself. Begin with the first row just below the line and work through this page to the bottom of the next. In each row choose just one from each set on the right which should come next to the three on the left and mark it as your answer. You will probably not have time to finish them all, but work as quickly and carefully as you can. You are allowed to change your answer if you change your mind, so long as you don't alter anything after I say, "Stop". Are you ready? Go!

After 3 minutes say,

Stop! pencils down.

Turn over to TEST 2. (Pause to see that all subjects have the right page.) Look at the top row of boxes. Put your finger on it. (Pause.) You see four are the same in some way and one is different. In this puzzle, which one is different in some way from all the others? They have found the right answer for you in the first line. Which is it? Yes, it's the fourth. Why is that the right one? (Permit an answer). Yes, that one's standing upright and the others are not.

CULTURE FAIR I.Q. TEST

Now let's do the second line. Which is the different one here? (Permint and answer). Yes, it's the first one: it's black and all the others are white. Of course, the others are different sizes but they are all white so you can't pick out one of those.

When I tell you to start, I want you to choose one picture in each row which does not belong with the others. Remember choose one only in each row which is different in some way from all the others. Work quickly and carefully to try to finish as many as you can on the two pages before I tell you to stop. Rea[illegible] Go!

After 4 MINUTES say,

Stop! Pencils down!

Turn over to TEST 3. (Pause as before.) Put your finger on these squares with the big dots in them. There's one empty box. Which of these five boxes over here (Point) on the right will be the correct one to fill in? (Pause for answer). Yes, it's the third; and they have shown you the right answer. If we put that one in the empty box it would look right.

Now look at the second row. (Pause and check). Which one shall we put into the empty box to make it look right? (Permit an answer.) Yes, it's the first one, isn't it?

Now let's take the third row. You choose the right answer. Which is it? (Pause for answer). Yes, the fourth.

When I say, 'Go' start on the first one just below the line (Point) and find the little square which would look right in the empty box. Do both pages. See how many you can do. Are you ready? Go!

After 3 MINUTES say,

Stop! Pencils down!

Turn over to TEST 4. Do you see in the box at the top (Point, check) that there is a circle, and in it a dot, and a square? (Pause, check) The dot is inside the circle, but outside the square. Now look over here on the right. (Point). We must find one where we can do just the same: put a dot inside the circle but outside the square. What about the first one? (Permit an answer). No-because any dot in the circle would be in the square too. Would the second do? (Permit answer). No-dot in the circle would also be in the square as well. The third? Yes, you see the dot is inside the circle but outside the square, and they have done it for you. (Pause). It is the only one where we can do the same as in the box on the left, here. (point).

CULTURE FAIR I.Q. TEST

Now look at the second row. Look at the box at the beginning. (Point and check) Here the dot is in the oval (or eggshaped), but under the line. Now we have to find another box where we can do just the same. Which one is it? Yes, the second and that's the only right one. (Pause).

Now look at the third row. (Pause). This time the dot must be in both squares at once, but outside the circle. You could not put a dot in both squares at once in the first box over here, could you? (Pause). In the second box the dot could go in both squares, but it would be inside the circle, so it won't do. What about the third? (Pause). Yes, the third is the only one where we can put the dot in both squares, but ouside the circle.

When I say, "Go" start at the first row under the line. (Point) Look carefully where the dot is. Then find a box where you could do just the same and mark that as your answer.

You will have almost as much time for this one page as you had for the two pages in the last test. See how many you can do. Go.

After 2 1/2 minutes say:

Stop! Pencils down!

Immediately tell students to pass in their answer sheets, front side facing up. Then have students pass in their test booklets. Then collect each student's portfolio in the reverse order in which they are seated.

DIRECTIONS FOR ADMINISTRATION OF THE

SURVEY OF PERSONAL VALUES - BATTERIES I AND II

1. Take out the form labeled "Personal Values" from your portfolio. Unlike the other instruments you have filled out so far, you are to write your answers right in this combination test/answer sheet booklet.

2. Then, tell the students:

   You are to read the directions on the title page of the booklet silently while I read them aloud. There is no time limit for this form.

During the initial part of the administration, the test administrators should walk around the room to make sure that each student is marking one "most" choice and one "least" choice in each triad.

3. When everyone is finished, tell students to:

   Pass in the completed booklet front side up.

4. Collect students portfolios according to the seating order and then dismiss students.

TESTING SESSION 2

Tuesday

GUIDELINES FOR ADMINISTRATION OF THE

D.A.T.-VERBAL REASONING

1. Pass out portfolios to each student.
2. Pass out Booklet 1 of the D.A.T. and say:

   > Do not open this booklet until you are told to do so.

   Tell students to:

   > Remove the answer sheet labelled 'Differential Aptitude Tests' from your portfolio.

   When everyone has done this say:

   > Find the section on your answer sheet entitled 'Verbal Reasoning.' Now, open up your booklet to page 3 and read the directions silently to yourself as I read them aloud.

   After you finish reading the directions ask:

   > Are there any questions?

   Answer all questions and then, in a clear firm voice say:

   > Begin.

   You should record the time that testing began and the time exactly 30 minutes later when testing is to end:

   Began ☐☐ To End ☐☐

   Walk around the room during the testing to see that everyone has understood the directions. At the end of exactly 30 minutes say:

   > Stop. Put your pencils down.

GUIDELINES FOR ADMINISTRATION OF THE

D.A.T.-NUMERICAL ABILITY

Pass out one sheet of scratch paper to each student.

Tell students to:

> Find the section on your answer sheet entitled 'Numerical Ability.' Now, open up your test booklet to page 9, and read the directions silently to yourself as I read them aloud.

After you have finished reading the directions ask:

> Are there any questions?

Answer all questions and then in a clear, firm voice say:

> Begin.

You should record the time that testing began and the time exactly 30 minutes later when testing is to end:

Began		To End	

Walk around the room during the testing to see that directions have been understood. At the end of exactly 30 minutes say:

> Stop. Put your pencils down. Place your answer sheets in the back of your portfolio. Pass in your test booklets. You may take a 10 minute break now after which there will be one short questionnaire to fill out.

Collect the test booklets.

DIRECTIONS FOR THE ADMINISTRATION OF

SURVEY OF INTERPERSONAL VALUES-BATTERIES I & II

1. After everyone is seated again say:

> Take out the form labelled Interpersonal Values form your portfolio. You are to write your answer as you did on yesterday's similar questionnaire combination test answer sheet booklet.

2. Then tell the students:

> You are to read the directions on the title page of the booklet silently while I read them aloud. There is no time limit for this form.

During the initial part of the administration, the test administrators should walk around the room to make sure that each student is marking one 'most' choice and one 'least' choice in each triad.

3. When everyone is finished tell students to:

> Pass in the completed booklet front side up.

4. Collect student portfolios according to the seating order and then dismiss students.

Tuesday

DIRECTIONS FOR THE ADMINISTRATION OF THE CLERICAL SPEED & ACCURACY TEST

1. Tell students to check and make sure that their two pencils are both sharpened.
2. Check to see that you have an accurate time piece with a second hand.
3. Ask them to remove the answer sheet labelled "Clerical Speed and Accuracy" from their portfolios and find PART 1 on the answer sheet.
4. Then, read the directions page aloud while they read along silently. Ask "are there any questions?" It is to be expected that questions may be asked about this test, as students often feel they have misunderstood the directions; some do not believe they would be asked to do such a simple task. Tell them the answers are easy, that speed and accuracy of marking are important.
5. After all questions have been answered, tell them to begin. Mark down the exact starting time in minutes and seconds.

	Minutes	Seconds
Begin		

	Minutes	Seconds
End		

At the end of exactly three minutes for Part 1 say firmly and clearly:

> Stop, find the Part 11 answer sheet, but do not turn any pages in your booklet yet.

Wait until everyone has found Part 11 on their answer sheets and then say:

> Turn to Part 11 in your test booklet and begin.

Again, record the exact time testing began and at the end of exactly three minutes for Part 11 say:

> Stop. Close your test booklets. Now pass in your answer sheets face up. Then collect the test booklets. You may take a 10-minute break now.

TESTING SESSION #3

DIRECTIONS FOR ADMINISTRATION OF THE

MASSACHUSETTS PUPIL INVENTORY

1. Pass out the student portfolios

2. Tell students to remove the booklet entitled 'Massachusetts Pupil Inventory' from their portfolios. Then say:

> This is a very important questionnaire, please fill it out very carefully and completely. Note that you are to write your answers directly in the booklet. The information provided by this form will be used to help make the Massachusetts school system more responsive to student needs. The information which you provide will be strictly confidential. The security link system has been explained to you previously. Read the directions for filling out this form silently with me while I read them aloud.

After the directions have been read ask:

> Are there any questions?

Answer all questions fully. Then say:

> There is no time limit for this form. Work on it until you are done. If you finish early, sit and wait quietly until everyone is done.

When everyone is done, collect the booklets face up and place them in the appropriate envelope.

DIRECTIONS FOR ADMINISTRATION OF THE

D.A.T.-SPACE RELATIONS

1. After the break is over and all students are seated. Tell students to remove the answer sheet labelled 'Differential Aptitude Tests' from their portfolios. Hand out the D.A.T. test booklet 2 only. Then say:

> Do not open the test booklet until you are told to do so. You will be doing only two parts of this test. Open your answer sheet up to page 2 and fold it like this (demonstrate) so that only page 3 is showing. Open your test booklet to page and fold the cover page under so that only the directions page is showing. Now, read the directions silently as I read them aloud. You should keep in mind that you are to mark only one answer to each question. If you mark more than one answer, you cannot receive credit for that question.

After the directions have been read, ask if there are any questions and answer all questions fully, Then in a clear and firm voice say:

> Begin.

You should note the exact time they began and the time that the test is to end (exactly 30 minutes from when they began). At the end of exactly 30 minutes say:

> Stop. Please put down your pencils. You may take a 5 minute break now. Please slip your answer sheets back into your portfolios.

DIRECTIONS FO ADMINISTRATION OF THE

D.A.T.-MECHANICAL REASONING

When the break is over and all students are seated again say:

> Please remove the D.A.T. answer sheet from your portfolio again. Fold it over so that only page 2 is showing. Now, open your test booklets to page 20 and read the directions silently as I read them aloud. Once again, you should keep in mind that you are to mark only one answer to each question.

After the directions have been read, ask:

> Are there any questions?

Answer all questions fully. Then in a clear, firm voice say:

> Begin.

Again, you should note the exact time they began and the time that the test is to end (exactly 25 minutes from when they began). At the end of the testing time say:

> Stop. Please put down your pencils. Pass in your answer sheets with page 2 facing up.

After this is done, collect the test booklets. The say:

> This is the last of the testing sessions. Thank you very much for your cooperation. You may toss your empty portfolios in the wast basket as you leave. Please check to see that they are empty first. Please pass in your pencils before leaving. Thank you again. Goodbye.

APPENDIX VI

COST OF ADMINISTERING BATTERIES

(INPUT AND PROCESS)

AS DESCRIBED IN THE JOURNAL, ATTACHMENT 1

INPUT/PROCESS COST SUMMARY CHART

The Input/Process Cost Summary Chart contains a detailed breakdown of the costs incurred by each of the instruments in the Input and Process Batteries.

Column#1 describes the month in which each instrument is to be administered. Column #2 lists individually each group to which a given instrument is to be administered. Column #3 contains the actual number of a given instrument required for administration to the designated group. In most cases this number is simply representative of the number of persons in that group. However, in the case of the P.A.S.T.A. in which each member of the group requires more than one copy of the instrument, the number in the third column equals the actual number of forms required by the group of persons receiving those forms. Column #4 contains the name of each of the instruments.

The following nine columns contain information necessary to the determination of the per instrument cost data. Column #5 "Booklets $" lists the cost of purchasing test booklets for the given group to whom a test is to be administered. Column #6, "Royalties" pertains to the total amount of money that MISOE must pay to a given test company when MISOE-made answer sheets were required for those tests which lacked op scan answer sheets or had answer sheets which did not have provision for dark mark coding or serial numbering - both of which are essential to the MISOE security link system. Column #7, "# Sides" is relevant only to MISOE-made op scan forms; the figure listed in this column describes the number of sides such forms will require. A small circle above the number indicates that this is to be a double sided form. Both of these pieces of information are necessary for determining the total cost of op scan forms since each side of an instrument requires a separate plate and set up at $85 apiece, and the costs of dark-mark coding and press run vary according to whether a form is single or double sided.

Column #8, "Plates and Set Up $", is determined by multiplying the number of sides of a given MISOE-made opscan form by the cost of a place and set-up, $85. Column #9, "DMC $", refers to the cost of dark-mark coding all sides of a given opscan answer sheet or instrument-answer sheet combination. (MISOE-made instruments which are to be filled out by students are to have the items and answers on the same form in order to avoid confusion on the part of the students.) Dark-mark coding is a process by which each side of a given form is precoded by the Op Scan Corporation with a unique number. The utility of this identification system is detailed in the MISOE Security Link System document. Column #10 refers to the cost of having the dark mark code which is imprinted on each form also written out as a number on the form. This will enable the collating of those different forms which are to be given to one person at the same time. It is absolutely essential that the same identification number be present on all of those forms. The serial number need only appear once on each form for purposes of collating. Note that both dark mark coding and serial numbering costs are based upon the Press Run # of forms in the following column.

Column #11, "Press Run #", refers to the actual number of MISOE-made op scan forms which will be printed. This number is a function of the quantities which Op Scan runs off its presses. Note that 1,000 is the minimum press run number. Also press run price decreases as the quantity increases.

Column #12 lists the actual cost of a press run for a given instrument based upon the press run # in the previous column. Column #13 lists the unit cost of a specified number of commercial booklets or answer sheets. This figure includes discounts available to large orders. The cost for dark mark coding and serial numbering has been included in those figures which are asterisked. Column #14 lists subtotal costs (if any) for each instrument. These subtotals are the cost of booklets, answer sheets, or printing of forms. Column #15 lists the total cost of each instrument.

The first nineteen numbered rows in Table 1 list each of the instruments in the Input and Process Batteries. Rows 20-22 list the type and number of master identification forms (MIF's) required for the security link system. Row 24, in which cover sheets are listed, contains a detailed listing of the number of cover sheets required for each administration of an instrument or group of instruments. Wherever feasible, instrument or answer sheets will be grouped together for a given person with one cover sheet. All such grouped items must bear the same dark-mark code and serial number as the cover sheet attached to them.

In Table 1 it can be seen that 76,505 cover sheets will be required. Note that one cover sheet is required for each person who fills out one or more answer sheets on any of the 12 given test dates. When the same person fills out more than one answer sheet on a given test date, all such answer sheets and the accompanying cover sheet must bear the same dark mark code and serial number as previously mentioned.

PAGE$ 107 OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.